



Garstang Community Primary School

SEN Policy

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Philosophy

We believe that our school should be a place where all children feel safe, happy, valued and respected; and where all children have the right to learn and the right to be listened to. Every child is encouraged and supported to participate fully in the academic, social and cultural life of the school. The philosophy detailed in our School Brochure, Health and Safety Policy and Staff Handbook relates to all children. Our policies for English, maths, behaviour and equal opportunities represent the entitlement of all children. Incorporating the procedures and practices that are stated within the SEN Code of Practice 2014, we are committed to doing our utmost to identify and meet the special educational needs of all pupils so that they make progress and achieve their full potential. All staff within school embrace the ethos that all children should be given equal opportunities and all have the right to succeed.

Links with other policies

This policy should be read in conjunction with the other policies which shape our school's ethos, especially:

- Teaching and Learning
- Curriculum
- Behaviour
- Equal Opportunities
- Anti-bullying
- Safeguarding

Aims

- To ensure that all children, regardless of ability, reach their potential and make at least expected progress.
- To ensure that all children have access to high quality teaching, which takes all children's needs into account.
- To ensure that all children, regardless of ability or difficulty, have access to a rich, vibrant and relevant curriculum.
- To identify children with additional needs as early as possible, and address these needs promptly.
- In the first instance, to address needs within the school's current provision, using highly trained and skilled practitioners to develop programmes to meet these needs.
- To employ the services of outside agencies, where the need identified cannot be met within school's current provision.
- To ensure that the focus on outcomes for children results in children with additional needs making at least expected progress given their age and individual circumstances.
- To involve parents and pupils in planning and reviewing progress.
- To keep clear, factual records of any additional provision, teaching strategies and involvement of specialists.

Objectives

- To work within the guidance provided in the SEN Code Of Practice 2014.
- To implement and monitor systems of early identification and monitoring.
- To operate a consistent approach to the provision and management of support for special educational needs.
- To provide a SENCO who will work within the guidelines in the SEN Code of Practice 2014.
- To provide support and advice for all staff working with SEN pupils.
- To encourage positive attitudes towards all types of disability and difference.

Identifying Special Educational Needs

The SEN Code of Practice identifies 4 broad areas of need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

At Garstang Community Primary School, we consider the needs of the whole child when assessing additional need. We identify a special educational need where a pupil requires support that is different from or additional to that normally available to pupils of the same age. We believe that the high quality teaching within our school caters for the needs of the majority of the pupils within the classroom setting.

Regular assessments are made by teachers of all pupils. During this process, a pupil may be identified as making less than expected progress given their age and individual circumstances. This is characterised by progress which:

- Is significantly lower than that of their peers starting at the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Ref: SEN Code of Practice 2014 Section 6.17

Assessments do take into account progress in areas other than attainment – for example social needs, or developmental needs.

A Graduated Approach to Special Educational Needs

Where a child is assessed as having additional needs, the following steps will be taken:

- Child placed on monitoring register. High quality teaching, targeted at identified weaknesses will continue for a specified time. Parents will be informed of the areas of concern.
- **ASSESS:** If limited or no progress is made, the class teacher, in conjunction with the SENCO, will assess whether the child has special educational needs. Targeted assessments may be made at this time, either by school, or by the SEN support service the school buys into. Parental permission for these tests will be sought, and results discussed with parent, and where appropriate, with the child.
- Other factors affecting the child will be discussed at this time, to aid assessment as to whether there is a special educational need, or whether other factors are causing the concern. Where it is felt other factors are the main concern, appropriate action will be taken.
- **PLAN:** Where it is decided, after assessment, to provide the pupil with SEN support, their name will be placed on the SEN register, and parents formally notified. A meeting will take place between the teacher, SENCO, parent, and where

appropriate, the child, to plan any adjustments, interventions and support to be put in place. These aims will be outcome based and a clear date for review set.

- All staff working with the child will be made aware of the child's needs and the support agreed.
- **DO:** The class teacher remains responsible for working with the child on a day to day basis and ensuring extra support takes place. If the child is working on outcomes with other adults, it is still the class teacher's responsibility to plan for and assess the impact of support. The SENCO will support with further assessments.
- **REVIEW:** The impact of the support will be reviewed in line with the agreed date. The impact of the support on the child will be assessed, and the class teacher, alongside the SENCO, will revise the support in light of the outcomes. This will be done in consultation with the parent and, where appropriate, with the pupil.

Managing Pupils' Needs on the SEN Register

Once a child is placed on the SEN register, they are considered under the category of SEN Support. At the planning meeting a plan will be drawn up, stating the outcome required for the child, and the strategies and provision that will be put in place to support them to achieve the outcomes. A clear date for review will be set. The plan will be written by the class teacher, in conjunction with the SENCO, parent and, where appropriate, the pupil. Every child with an intervention plan will complete a pupil profile in order to gain the child's views to their learning. The pupil profiles will be completed at the start of the year and updated as and when needed.

Identified plans of support will utilise the skills of the school staff through the use of provision mapping. Where extra support is needed, school will liaise with the relevant outside agencies to provide this support. If advice or specialist help is needed a specialist teacher will be called upon when required.

Where staff and parents feel a child is still not making expected progress, despite increasing the intensity of support, a decision may be made to apply to the Local Authority (Lancashire County Council) for an Educational Health Care Plan (EHCP). Any adult involved with the pupil can request a EHCP. A recent report from an Educational Psychologist is required, along with a Common Assessment Framework (CAF) and associated Team Around the Family (TAF) documents, evidence of the school support already received and an All About Me Profile (AAMP). There is a 20 week assessment process from the receipt of the request. After 6 weeks, parents and school will receive a letter to state whether a EHCP will be carried out. If a EHCP is carried out, at 12 weeks, a decision will be made, after evidence is gathered, whether to implement an Education Health Care Plan (EHC) or a support plan. By 14 weeks a draft EHC will have been written. At this point a co-production meeting can be requested. After 20 weeks the final EHC plan will be put in place. EHC plans must be reviewed annually, and views sought from all who work with and are involved with the child.

Criteria for Exiting the SEN Register

Children on the SEN register will be monitored closely, in relation to the outcomes set for them. As outcomes are achieved, new outcomes may be identified and planned for.

Where the class teacher, in discussion with the SENCO and parent, feels the pupil has made such progress as to become expected progress, the child will be taken off the SEN register. Parents will be formally notified. The pupil will continue to be monitored, to ensure current progress is maintained, and high quality teaching from the school staff will be the main focus of support.

Supporting Pupils and Families

School offers support in many ways to pupils and families. The details of this support can be found in the school's local offer, which links into Lancashire County Council's local offer.

The school's local offer can be located at:

<http://garstangcommunityprimary.co.uk/wp-content/uploads/2016/03/Local-Offer-SEN.pdf>

Lancashire County Council's local offer can be located at:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The SEN Code of Practice 2014 states that schools must publish an SEN Information Report and this must be updated annually. This can be located at:

<https://garstangcommunityprimary.co.uk/send/>

There may be occasions when we call on outside agencies to offer support. This is always done in consultation with parents. Examples of this include, but are not restricted to:

- Educational Psychologist
- SEN Support teacher
- Therapists, including speech, occupational, physio etc.
- School nurse
- CAMHS (Child and Adult Mental Health Service)

Completion of a CAF may be required for referral to some services.

School Admissions

The school falls under the admission arrangements of Lancashire County Council. This states:

When a school is oversubscribed on parental preferences, then the following priorities apply

in order:

1. Children who are looked after by a Local Authority at the time when preferences are expressed and who are still looked after at the time of their admission to school, and those who have been previously looked after, (see note i below); then
2. Children for whom the Local Authority accepts that there are exceptional medical social or welfare reasons which are directly relevant to the school concerned (see note ii below); then
3. Children with older brothers and sisters attending the school when the younger child will start, then
4. Remaining places are allocated according to where a child lives. Those living nearest to the preferred school by a straight line (radial) measure will have priority.

(i) The highest priority **must** be given to looked after children¹ and children who were looked after, but ceased to be so because they were adopted² or became subject to a residence order³ or special guardianship order⁴. Any references to previously looked after children means children who were adopted (or subject to residence orders or special guardianship orders) immediately following having been looked after.

(ii) The medical, social and welfare criterion will consider issues relevant to the child and/or the family. This category may include children without a statement who have special needs.

(iii) As required by law, all children with a Statement of Special Educational Needs naming a school will be admitted before the application of the over-subscription criteria. Children who have a Statement of Special Educational Needs have their applications considered separately.

On receipt of confirmation of a place at school, pupils with SEN will be identified. School will liaise with parents and Early Years placements to ensure a smooth transition to school.

Transition and exams

Children with SEN are supported throughout school, and special consideration is given to them at transition points (moving year group, key stage, and moving to high school).

On moving year group or key stage, staff involved in the education of the pupil will meet in the Summer Term to share information. Any SEN support plans will be shared at this time. All pupils have the opportunity to spend considerable time in their new classrooms in the Summer Term.

Transition to high school can be tricky for any child. Children with SEN are given special consideration. Parents are encouraged to make contact with the SENCOs at their desired high school during the application process in order to discuss their child's needs. On confirmation of the high school place, school will liaise directly with the high school SENCO to ensure a smooth transition. Extra visits may be arranged as part of this process.

During assessments, pupils with additional needs may be supported in a variety of ways, including 1-1 support and extra time. For Statutory tests (KS2 SATs), extra support may be applied for, and the decision rests with the local authority.

Supporting Pupils in School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

The school has a policy for managing pupils with medical needs and this can be found at: <https://garstangcommunityprimary.co.uk/wp-content/uploads/2019/01/Medical-needs-policy-2019.pdf>

Monitoring and evaluation of SEND

Garstang Community Primary School regularly evaluates all of its practices to ensure that the very best provision is available to all of our pupils. SEN provision has a very high profile within the school, and is regularly monitored by the SENCO, SLT and Governing Body. The governor responsible for SEND (Inclusion Governor), reports to the Governing Body termly. SEN support plans are monitored by the SENCO to ensure all support being offered is targeted to improve outcomes for children. SEN is a regular item on staff meetings and support staff meetings.

Training and Resources

The school receives funding from the Government, as part of a formula, to help support children with additional needs. This funding is used in many different ways by the school. The bulk of the funding goes towards providing highly trained staff to work with children and provide high quality teaching.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs are identified in a variety of ways, including rigorous appraisal systems. Staff are offered to a range of training to help them support pupils with additional needs, both in house and external. This training ensures that we have staff who are confident to provide education that focuses on positive outcomes for all pupils.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Garstang Community Primary School this role is undertaken by Mrs Alex Fearnhead who will meet regularly with the SENCO.

The SENCO(V.Murphy), has overall responsibility for the management of special educational needs and is the first port of call for outside agencies, parents or members of the public seeking to make contact on SEN issues. The Head and SENCO will keep the governing body informed about the special educational needs provision made by the school.

The SENCO will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO will identify areas for development in special educational needs and contribute to the school's development plan. The SENCO is the line manager for all SEN support staff within the school.

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO to ensure positive outcomes for all pupils.

The Head has responsibility for safeguarding and is the school's Designated Senior Lead (DSL). The deputy DSL is Mr Dignan. The Head is also responsible for the children entitled to the Pupil Premium Grant (PPG), and those with medical needs.

Storing and Managing Information

Information about children with SEN will be held securely within school, in line with the school's data protection policy. Paper records such as support plans and additional needs registers will be kept in a locked cupboard in the working office. Electronic copies of these files will be held on password protected computers. When children are entered on the SEN register, information relating to the child and their special need will be entered into the schools data management system (SIMS). All records are confidential, in line with the school's Confidentiality Policy.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans and strategies must be in writing.

At Garstang Community Primary School, we take responsibility for the education of all children, whatever their need. Where necessary, adjustments are made to cater for specific need. Barriers to learning are identified as part of the school's monitoring processes, both of the physical and educational environments.

Currently the school is working on improving outside access to school, through dropped kerbs and tarmacking of previously paved areas. We are also planning to provide a ramp in the nursery in order to improve access for all children. As the school is on a split level, with

stairs, we are aware that we are less accessible to people with mobility issues. However, adjustments such as moving classrooms around will be made if necessary.

Dealing with Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will meet with the parent or carer to work to resolve the difficulty.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the SEN Governor (Alex Fearnhead). The Chair of Governors, (Alison Alexander) will be involved after other avenues to resolve the situation have been exhausted. This complies with our Complaints Procedure.

Bullying

Garstang Community Primary School has a rigorous approach to any instances of bullying, and our anti-bullying policy can be located at:

<https://garstangcommunityprimary.co.uk/wp-content/uploads/2017/11/Anti-bullying-policy.pdf>

Any bullying within school is taken seriously and dealt with swiftly. We are proactive in our approach, and use assemblies and PSHE lessons to promote an inclusive ethos within our school. The children are taught to embrace diversity and equality.

Reviewing the Policy

This policy will be reviewed annually. The next review date will be February 2023