



Special Educational Needs and Disability (SEND) Policy

Reviewed: January 2023 (to be ratified March 2023) Next Review: October 2023

Introduction

Daresbury Primary school is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety. All of our policies are interlinked and should be read and informed by all other policies. In particular the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

SEND at Daresbury Primary School

At Daresbury Primary School there is a named SENDCo (Mrs. Nichola Lockhart) who has completed the National SENDCo Award Accreditation and a named Governor responsible for SEND (Mrs Anne Windridge). Alongside the Head teacher, they ensure that the Daresbury Primary School Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2014).

Here it is the belief that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best endeavors to secure special educational provision for pupils for whom this is required, that is 'additional to and different from', that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (2014).

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory and physical.**

Behaviour is no longer included as a SEND and has now been replaced by social, mental and emotional health. We have children in all of these categories of SEND.

What are special educational needs?

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational needs provision. **Code of Practice 2014.**

The SEND policy details how at Daresbury, we do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join all school activities.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to either Mrs Nichola Lockhart (SENDCo) or a member of the Senior Leadership Team- Mrs Kathryn Zuger (Head of School) or Miss Sophie Reynolds (Deputy Head of School)

Headlines from the 2014 Code of Practice

- Statements will no longer be offered from the education authority. Statements have been replaced by Education and Health Care plans (EHC plans) which can be used to support a child from birth to 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as '**Special Educational Needs Support**' (**SENS.**) All children are closely monitored, and their progress tracked each term. Those at SENs are additionally tracked by the SENCo.
- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of and hopes for their child.
- All children benefit from 'Quality First teaching': this means that teachers expect to assess, plan, and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

Our Objectives

- To identify at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Our SEND profile within the school is on the upward trend however is still below National Average.

Types of SEND which we currently have in school during 2019-2020, include those with a diagnosis as well as those with learning profiles consistent with the diagnosis:

- **Communication and interaction.**
Autistic spectrum and Aspergers.
- **Cognition and learning**
Dyslexia and moderate learning difficulties.
- **Social, emotional and mental health**
ADHD and emotional difficulties
- **Physical and sensory**
Sensory difficulties
- **Medical needs**
Incontinence

Identifying Children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the Head and SENDCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline.
 - Fails to match or better the child's previous rate of progress.
 - Fails to close the gap between the child and their peers.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, a concern can be addressed by Quality First Teaching, some catch up or booster interventions and parental support. Otherwise, the child is placed at SEN.

The child's class teacher and SENDCo will decide on the action needed to help the child to progress in the light of the earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the teacher or TA.

- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After discussions with the SENDCo the class teacher will then be responsible for supporting the child on a daily basis. Parents will continue to be consulted and kept informed.

Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to agree to a referral to an outside agency with the support from the SENDCo or to contact their GP.

Working with Parents

We aim to have good and informative relationships with all of our parents. All parents of children with a SEND will be treated as partners and given support to play an active and valued role in their child's education.

If a child is experiencing difficulties, parents will be informed to discuss a child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having a SEN.

Once a child has been identified as having a SEN, the class teacher and or SENDCo will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SENS
- Discuss any assessments that may have been completed
- Agree a plan and provision for the next term a SEN Support plan. This may include a plan to refer to outside agencies for further assessments and support.

This is part of the graduated approach cycle of Assess, Plan, Do, Review required by the Code of Practice (2014).

Depending on their age, and their interest, the child may be invited to attend all or part of the SEN support meetings.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents- and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. Parents always have access to the SENDCo.

Paperwork for children at SENS (SEN Support)

Once a child has been identified as needing SENS the following paperwork is completed:

- Termly, at a progress meeting or parental consultation a SEN support plan maybe reviewed and new targets set.
- Tracking records may be kept by the class teacher and or TA commenting on progress made towards targets.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is looked after and therefore additionally vulnerable.
- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, Aspergers, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for the parents, the child, and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting the LA will produce the EHC Plan which will record the decisions made at the meeting.

Working with Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external agency may act in an advisory capacity, or provide additional specialist assessments or be involved in teaching the child directly. The child's individual targets will be set out as will strategies to be implemented these will be recorded in the child's SENs support plan (previously IEP).

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long time.
- Continues working at National Curriculum Levels substantially below that expected of a child at a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Have ongoing communication or interaction difficulties that impeded the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his or her peers.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children including those with SEN, individually or as part of a group.

When allocating additional TA support to children the focus is on outcomes, not hours; we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions and when considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched for the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher and the SENDCo.

- At the end of each half term the child's progress towards their targets are assessed
- A decision is then made as to whether to continue the intervention or to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify 'what works'.

Adaptations to the curriculum teaching and learning environment

Daresbury Primary School is an old Victorian building with modern extensions and operates across 5 separate buildings and two distinct levels, although there is a ramp for access to the playground and KS1 building. We do have an easy access disabled toilet. Some additional adaptations to the building may be necessary for children with physical disabilities.

Other adaptations to the physical environment will be made, wherever possible and as appropriate, to accommodate children with any other disabilities including sensory.

We aim for all of our classrooms to be inclusion friendly. We aim to teach in a way that will support children with tendencies towards dyslexia, ASD, ADHD etc. This is good practice to support all children but is vital to those who particularly need it. All of our children access the full National Curriculum, and we recognise achievements and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our pupils have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Class trips are part of our curriculum and we aim for all children to benefit from

them. No child is excluded from a trip because of SEN, disability or medical need.

Staff Expertise

All of our teachers and teaching assistants are trained to work with children with SEND. Some are very experienced and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. All teachers and TA's work with children with SEND and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to access additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences (e.g. bereavement, parental separation) we may seek advice from outside agencies and a CAF may be completed with the family to support the child through the process.

If parents and school are concerned that the child may have a mental health needs, we encourage parents to support a referral to CAMHS and to visit their GP.

If the child is felt to have long-term social, emotional and mental health needs-for example with anger management the school may offer social skills interventions. These are generally delivered by TA's who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our behaviour policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or new school and we will do all that we can, according to the individual needs of the child to make transitions between classes as smooth as possible. They may include-

- Additional meetings for the parent and the new teacher
- Additional visit to the new classroom environment, to identify where the toilets are, where the pegs are etc.

- Opportunities to take photographs of key people and places to make a social story for example
- Additional opportunities for the child to spend time with their new teacher

Transition to secondary school

Transition reviews for pupils in year 6, where possible are held during the summer term of year 6. The secondary school SENDCo is invited to the annual reviews and any other review meetings. Additional transition arrangements may be made at these reviews for example extra visits etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Mrs Anne Windrige. She meets with the SENDCo to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Halton's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Halton's Local Offer is available from the website- <http://localoffer.haltonchildrenstrust.co.uk/>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect along with a caring and non judgemental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

