

**WILLOW LANE COMMUNITY PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**



Mission Statement

We believe in the power of education to transform lives. We 'teach to the heart' in order to engage, excite and create happy and resilient learners. We make learning relevant and real through using our outdoor spaces as well as experiences beyond the school gate. An education at Willow Lane, prepares our children academically, socially and morally for the next stage of their learning.

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Special Educational Needs and Disability (SEND) Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010 (Advice for schools Feb 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN information report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SMT the SEN Governor.

Introduction

At Willow Lane Community Primary School we are committed to meeting the needs of all pupils and ensuring that all children make progress. We are committed to inclusion, as stated in the school's mission statement and aims. The Code of Practice states that:

'Every teacher is a teacher of every child or young person including those with SEN.'

This policy seeks to reinforce the paramount importance of a whole school approach and the responsibilities all members of staff share in making provision for those children with special educational needs.

❖ Aims and Philosophy

Our Aims

At Willow Lane we are committed to meeting the needs of all pupils and aim to raise the aspirations and expectations for all pupils with SEN focussing on the outcomes for the children not just the hours of support they receive. We strive to ensure access to a broad and balanced curriculum for all our children within a safe and caring environment. We aim to promote the enjoyment of learning by developing and enhancing the self-esteem, independence and skills that enable each child to realise their potential. We believe that communication and cooperation between home and school is an essential part of this process.

Objectives

In order to achieve our aims we will:

1. Ensure that pupils actively participate in their learning and increase their responsibility for this and their behaviour as they move through school.
2. Ensure good working relationships with staff, parents, carers and the community.
3. Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
4. Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.
5. Ensure all teaching and non-teaching staff are included in planning and meeting the learning needs of special educational needs pupils and that they are provided with support and advice.
6. Ensure that the school liaises with special schools, outside agencies effectively to meet the needs of staff and pupils.
7. Ensure that we work within the SEND Code of Practice, 2014.
8. Ensure we provide support and advice for all staff working with children with special educational needs and liaise with outside agencies to support this when necessary.

❖ Identifying Special Educational Needs:

Special educational needs are identified from the four broad areas of need as stated in the SEND Code of Practice, 2014 pg. 86. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs.

The SEND Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

The purpose of identifying special educational needs is to work out what actions we need to take in school and we always consider the needs of the whole child which will not just include the special educational needs of that child.

It is important to note that there are issues that are not classed as SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After child
- Being a child of a Serviceman/woman

Identification of special educational needs involves a graduated response.

❖ **A Graduated Approach to SEN Support**

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The first step in responding to pupils who have or may have SEN is high quality teaching which is differentiated for individual pupils. Quality of teaching is regularly reviewed through the use of classroom observations and attainment and provision is closely monitored. Where there is need training is put in place to improve teacher's understanding of strategies to identify and support pupils and their knowledge of SEN.

The decision whether to make special educational provision involves both the class teacher and the SENCO. They work together to consider all of the information gathered within school about the pupil's progress, alongside national data and expectations of progress. This includes high quality formative assessment and early assessment materials. The provision put in place and any extra support that is required will be in line with the child's area of need.

For pupils with higher level of need we work closely with outside agencies for advice and support. We work with the Lancashire Special Educational Needs and Disability (SEND) service to buy in expertise and advice when areas of need arise. A teacher employed by the statutory branch of the service visits school depending on the need in school at the time to ensure appropriate provision is made for pupils with higher levels of need by carrying out further assessments and observations.

The Educational Psychology service is now also part of this service. A planning meeting is held once each year with the school educational psychologist and SENCO. School can make referrals in conjunction with the Educational Psychologist to request Educational psychology support. Local cluster meetings are then held each term.

As a school, we apply the steps of the ASSESS – PLAN – DO – REVIEW cycle as set out in the SEND Code of Practice, 2014.

- **ASSESS** – a clear analysis of the pupil's needs is carried out drawing on the teacher's experiences of the pupil and previous progress and

attainment as well as the views and experiences of the parents and the child. This assessment is regularly reviewed. Where outside agencies are involved the professional also liaises with school to inform assessment.

- **PLAN** – The class teacher and SENCO will agree in consultation with the child and parents the adjustments, interventions and support to be in place as well as the expected impact on progress, development or behaviour. All teachers and support staff who work with the pupil will also be made aware of the interventions in place. A date for this to be reviewed will also be agreed.
- **DO** – The class teacher remains responsible for working with the child ensuring they retain responsibility for intervention that takes place outside of the classroom. They will work closely with teaching assistants and specialist staff involved to review the impact of support and how it can be linked to classroom teaching.
- **REVIEW** – The effectiveness of support and interventions should be reviewed in line with the date agreed taking into account the impact and quality of the support and the views of the pupil and their parents. This should feed back into the analysis of the child's need. Working together the SENCO and class teacher will revise support if any changes are needed. For those pupils who have an Education, Health and Care (EHC) plan this **must** be reviewed with the school and the local authority every twelve months.

Managing pupils needs on the SEN register

Attainment of all pupils is monitored by class teacher and Senior Management Team (SMT). Children not making expected progress will be identified by SMT or class teacher and discussed in termly pupil progress meetings. Support and interventions will be put in place to address the needs of those children.

- **Early years / School SEN support**

If a child continues to require additional support, an Individual Learning Plan (ILP) will be written by the class teacher with support of the SENCO. The ILP will record manageable targets that will have an impact on the child's learning. It will also record what intervention will be used and how often it should take place. It is the responsibility of the teacher and TA (if applicable) to maintain the ILP (assess progress with targets – TA to share with teacher each week) and review with the SENCO termly or sooner if needed. Targets will be regularly reviewed, at least each term, and new targets set. The pupil is fully involved in the review and target setting process. An individual pupil picture will also be drawn up in consultation with the child, class teacher and parent. This will identify the child's strengths, areas of difficulty and targets. This will be used to write a Pupil Picture that records the support the child is receiving and the strategies that do and don't work which will be kept in the class record file with their ILP and a record of their intervention work. At this point children will be added to the school SEN register with parental permission.

Following interventions if the child is still not making progress further specialist advice may be obtained (from the SEND service and the EP service) to ensure interventions are as effective as possible. If appropriate, a Common Assessment Framework (CAF) may be instigated in order for all agencies to work together. If extra support is needed this will be budgeted for by the

SENCO and will be agreed with the Head Teacher. The SENCO will oversee and monitor the support given. Parents/carers will be fully informed if their child is receiving any outside support, the reasons for it and they will be updated on their progress.

When a child shows that they are beginning to make adequate progress this is monitored for a term before the child is removed from the Special Needs Register.

- **Additional Inclusion Support**

Children with specific learning, speech and language or behavioural difficulties who do not make adequate progress may be referred for additional support. This could be from specialist teachers or relevant therapy services, with parental consent.

- **Statutory Assessment**

Some children with long-term ongoing additional needs may need an Education, Health and Care plan (EHC) to identify their specific needs. If, after at least two terms at SEN Support, a child is still not making adequate progress, a decision to request an Educational Psychology assessment will be made. A meeting with parents and relevant outside agencies will then be held to discuss a request for assessment towards an EHCP. This only applies in a very small number of cases.

- **Education, Health Care (EHC) Plan Reviews**

If a child has Education, Health and Care (EHC) plan, the school holds an Annual Review meeting inviting all parties concerned to contribute their views, in line with local authority requirements.

Provision given over the year will be recorded on an overall provision map which will give a picture of the interventions the child has received. This is kept up to date by the class teacher and passed on to the next class teacher as the child moves through school.

- ❖ **Criteria for Exiting the SEN Register.**

When a child shows that they are beginning to make adequate progress this is monitored for a term before the child is removed from the Special Needs Register. This will be monitored by the class teacher, SENCO and SMT and will be discussed in Pupil Progress Meetings.

- ❖ **Supporting Pupils and Families**

At Willow Lane we seek to establish effective partnerships with parents/carers. We are committed to sharing information and we have an 'open door' policy throughout the school and positively encourage parents/carers to come into school if they need help advice or support. We value the contributions that parents make, and actively encourage attendance at reviews, parents/carers meetings. Parents are involved at all stages of the school's SEN procedures. Parents/carers with a concern are encouraged to share this with the school. The class teacher maintains informal contact and shares any concerns and information that arise with relevant members of staff. Any

decisions about provision for individual special needs will always be taken in consultation with parents. The SENCO is available to discuss any concerns or share information with parents/carers. Appointments can be made through the school office.

Other support can be found by accessing the Local Authority local offer, find the link on our school website (In the 'Inclusion' and 'SEND' section which can be found in the 'Our School' section). Our SEN Information Report can also be found on our school website which outlines the SEN provision in school for the previous year.

There is also some information on our school website about local groups to support children and families of children with additional needs.

Outside agencies

At Willow Lane Community Primary School we establish effective working relationships with a number of outside agencies. In this way information, knowledge and skills can be shared in order to make effective provision for pupils with special educational needs and to ensure positive outcomes. The school liaises with the following agencies:

Education:

- Special Educational Needs and Disability Service (SEND) Specialist teachers
- SEND service Educational Psychology services
- Other Educational Psychology services (Waite Psychology Ltd),
- SEND officer and caseworker
- School adviser
- Stepping Stones Short-Stay School
- Attendance Officer
- Specialist teacher services
- Special schools –The Loyne and Morecambe Road schools

Health:

- School Nurse: Kath Fox;
- Paediatric Child Health Service
- Speech and Language Therapy Service
- Occupational Therapy Team
- Physiotherapy Team
- CAMHS

Other:

- Educational Welfare Services
- Social Services
- Parent Partnership
- Children and Family Wellbeing Service

Information is made available to parents concerning the Parent Partnership. Booklets and other information regarding contacts and support service numbers are displayed in school.

Admissions

Pupils with special educational needs will be admitted in line with the school's Admissions Criteria, in line with LA guidelines. The school is aware of the

statutory requirements of the Children and Families Act (2014) and the Equality Act 2010, and will meet those requirements. The school will use its induction meetings to work closely with parents and the child's Early Years setting to ascertain whether a child has been identified as having special educational needs requiring additional provision.

Following the admission of children from other schools during the year, any information that can be ascertained regarding their special educational needs is followed up and an induction procedure put in place for monitoring their progress and ensuring inclusion if needed.

The SENCO shares information with class teachers and support staff to ensure that children with special needs who join our school from elsewhere are integrated successfully.

Transition

- **Transfer within school (class to class)**

Towards the end of the year time will be allocated for class teacher's to discuss the needs of the children in their class with the next class teacher. For children with SEN their pupil pictures, intervention records and provision maps will be shared and passed on to continue in the following year. For children with an EHC plan the child's teacher for the next year will attend their annual review depending on the time of year it is held.

- **Transfer to and from other Primary Schools**

When pupils leave us to go to another Primary School, SEN information is collected and forwarded as part of our transfer procedures. Telephone contact may also take place to clarify or add to information. The records of pupils who transfer to us are shared with staff and there is an induction period to assess the provision required to address any special educational needs. Parents are also invited to share information and check with us that their child is settling happily into school life.

- **Transfer to secondary school**

Information concerning children in Year 6 with special educational needs is collected together towards the end of the summer term and passed onto receiving secondary schools. The SENCO and Year 6 teachers also meet with secondary SENCOs/head of Year 7 to transfer information and further meetings take place with the children where needed. Pupils with EHC plans (or with additional needs) are often given opportunities for extra visits to their future secondary school as part of the induction process. SENCOs from High Schools are also invited to attend reviews for children with EHC plans.

Testing and Assessment

Teachers will be aware of any children with special educational needs who require special arrangements for testing and assessments which may involve delivering the assessment in a different format, with 1:1 support or by providing additional time. There are some occasions where, following discussion, alternative assessments may be more suitable and in certain instances dis-application may be sought from statutory tests. Parents will always be informed if the school feels that a child should be dis-applied from statutory assessments.

❖ Supporting Pupils at School with Medical Conditions

Willow Lane 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 and may have an EHC plan. In this case the school will follow the SEND code of practice 2014.

Definition:

Pupils' medical needs may be broadly summarised as being of two types:

- a) Short term, affecting their participation in school activities whilst they are on a course of medication.
- b) Long-term, potentially limiting their access to education and requiring extra support and care.

Aims

- To support pupils with medical conditions, so that they have full access to education, including physical education and educational visits.
- To ensure that school staff involved in the care of children with medical needs are fully informed and adequately trained by a professional in order to administer support or prescribed medication.
- To comply fully with the Equality Act 2010 for pupils who may have disabilities or special educational needs.
- To write, in association with healthcare professionals, Individual Healthcare Plans where necessary.
- To respond sensitively, discretely and quickly to situations where a child with a medical condition requires support.
- To keep, monitor and review appropriate records.

We follow LA guidelines with regards to managing the medical conditions of pupils.

Administration of medicines

Parents will be asked in to fill in a medication form for prescribed drugs or for non-prescription drugs e.g. Paracetamol or Calpol etc giving permission for school to administer them. This will include dosage, times the medication is to be given and how often. These will be kept in a locked cupboard in the office.

It will be the responsibility of the teacher or the Teaching Assistant of the pupil to take them to the office when the medicine is needed. The teacher, teaching assistant, SLT member or office staff may administer the medication using the accompanying record sheet, which will specify the dosage, and sign the sheet. A message is then sent to parents stating when they were given the medication.

Staff may only administer prescription drugs once the appropriate forms have been filled in and signed by the parent / carer.

Health and Safety

The school has a Health and Safety Policy which is regularly reviewed and health and safety issues are the responsibility of all who work in the school. Problems should be reported to the head teacher / Health and Safety Officer. It recognises that some disabled pupils and pupils with SEN may require specialist handling, treatment or facilities. It also recognises that teachers and teaching assistants may face new situations, particularly when pupils with severe or complex SEN are taught in a mainstream setting. Some pupils may need their own individual risk assessment. The SEND service conduct risk assessments for pupils who may require individual arrangements.

The Headteacher and SENCO are also responsible for conducting risk assessments and analysing any risk factors which may be significant for all children including those with particular needs such as visual, hearing and physical impairments.

At Willow Lane staff are taught how to use specialist equipment.

❖ Monitoring and Evaluation of SEND

The SENCO, class teachers and SMT monitor the attainment and progress of pupils with special educational needs as part of their role. Pupils at SEN Support and those with EHC plans are, in addition, closely assessed and monitored by the SENCO. Assessment and monitoring informs reviews and provision made by the school. Monitoring of support is carried out by the SENCO via learning walks, observations (of support in class as well as intervention sessions), planning and work scrutiny termly.

The views of staff are sought by the SENCO regarding intervention programmes, strategies and resources throughout the school year. Parental views are expressed through responses to the annual questionnaire and are noted and acted upon as required through the School Development Plan. Parents are also asked when they attend reviews and interim meetings for their views on the support their child are receiving and any further help they would like to see in place.

The views of pupils are taken into account through their involvement in setting and reviewing their targets for their ILP, sharing their views for their EHC plan review and when writing their Pupil Passport.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

❖ Training and Resources

The Governors and SMT will ensure that the needs of pupils are met by employing and allocating dedicated time to the SENCO.

The Head teacher / SENCO will use the child's EHC plan, EP recommendations and LA banding document to identify the areas of pupil need and make adequate provision. The Governors and SMT will ensure that support staff are employed to support staff and pupils.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and transfer information between classes and key stages.

The Governors and SMT will ensure that moneys are set aside to develop resources in curriculum areas. In addition, the Governors and SMT will ensure that staff are kept fully up to date about SEN issues and undertake training.

Resources

The Governors, Head Teacher and SENCO work together to ensure the efficient use of the SEN budget and allocation of resources.

The Governors' considerations for allocating resources are as follows:

- **Personnel**

The Governors ensure that the special educational needs of pupils are met by employing a SENCO. The school recognises its statutory responsibilities to meet the needs of pupils with an EHC plan and aims to meet these in ways that ensure inclusion and progression. The governors ensure teaching assistants are employed in order to support the learning needs of pupils and are allocated to classes and year groups with due regard to the distribution of pupils with EHC plans and children requiring SEN support.

- **Special Educational and Disability Service (SEND) and other external support services**

Use is made of the marketed branch of SEND in order to buy in expertise and advice from specialist teachers or from the Educational Psychology service when areas of need arise. School can also make referrals to a panel to request Educational Psychology support.

If required, school will buy in support from a private Educational Psychology service to visit children in school and work alongside the SENCO to provide early identification and support for children with SEN. School also but in support from private specialist teachers and a speech and language therapist.

- **Materials and Equipment**

The Governors and SMT ensure that money is set aside to develop resources in curriculum areas. Effective and efficient use of money is made by targeting resources for identified areas of need and then monitoring their use and effect on pupil progress.

There is a central base for resources and equipment. ICT equipment such as computer programs are available to support children with special needs.

There are also leaflets and information booklets available, providing information and strategies to support a wide range of special needs. Parents are also welcome to access material they may find useful and to borrow books or other resources.

Training

The Governors ensure that they are kept aware of their statutory responsibilities by attending training sessions and receiving information and updates from the Head Teacher and SENCO through the named Governor.

The SENCO keeps up to date about SEN issues through attendance at training and cluster meetings and through reading. In addition the SENCO develops her knowledge by arranging discussions and training with outside specialists.

Support staff and class teachers need to develop a wide range of SEN knowledge and skills to meet the challenges of inclusion. Class teachers are kept up to date by the SENCO through informal meetings, staff meetings and INSET. Training is provided for teaching assistants around areas identified by SMT. Training is done in school (by SENCO or outside agencies) or by attending courses. Members of the support staff, in particular the SEND TA, are encouraged to share their expertise and knowledge with colleagues and to develop their skills by gaining relevant qualifications and attending courses. They are encouraged to develop individual areas of expertise that can be disseminated to other staff and called upon to support particular individuals or groups.

Outside specialists such as the Educational Psychologist, Occupational, Physiotherapist and Speech Therapist provide invaluable advice and information that can contribute to staff training. The school is also committed to developing links with special schools which provide opportunities to tap into expert skills and knowledge.

Areas for staff training are identified by assessing the areas of need of individual pupils, the school development plan and individual aspirations.

❖ **Roles and Responsibilities**

The Governing Body has identified a Governor to have oversight of SEND provision in our school and to ensure that the full Governing Body is kept informed about how we are meeting statutory requirements.

The SENCO is the school's 'responsible person'. The role includes managing the school's SEN work and keeping the Governors informed about SEN provision made by the school.

The SENCO works closely with the SEN governor and staff to ensure effective day-to-day operation of the school's SEN policy. The SENCO identifies areas for development in special educational needs and contributes to the school's Development Plan. She co-ordinates provision for pupils at all stages of SEN provision.

All teaching and support staff are involved in the formulation and review of SEN policy.

❖ **Storing and Managing Information**

SEN documents are kept up to date by the SENCO and are stored in a locked cupboard. The SENCO will share the documents with the relevant people involved with the child when needed.

❖ **Reviewing the Policy**

A review of the SEN element of the school development plan takes place each year. New targets are discussed with the SMT. An annual report to the Governors is compiled by the SENCO and presented to the Governing Body by the named Governor for Special Needs.

The SEND policy will be reviewed annually. The school evaluates the success of the policy by:

- Tracking progress of individual SEN children, both weekly and termly and ensuring appropriate interventions are put in place where a child is identified as not making sufficient progress.
- Evaluating whole school data, including SATs results and Teacher assessments.
- Taking into account the views of pupils provided during Pupil Picture and Annual Review meetings.
- Evaluating the success of specific strategies and interventions.
- Taking into account the views of staff regarding intervention programmes, strategies and resources used.
- Taking into account parent views during Pupil Passport and Annual Review meetings and through parental questionnaires.
- Evaluating the success of pupils with EHC plans in working towards their objectives during annual review meetings.
- Taking into account the views of personnel from outside agencies.

❖ **Accessibility**

Disabled Access

The school complies with the Disability Discrimination Act. To ensure access and provision for disabled pupils, parents / carers, community users and staff, the school has a Disability Scheme and Accessibility Plan.

Willow Lane Community Primary School enables access to wheelchair users; the school and grounds are on one level, with double entrance doors. The school has a disabled toilet facility, with shower and changing bed.

Access to the full life of the school

At Willow Lane Community Primary School, all pupils are included in the full life of the school. The school recognises that additional provision may need to be made to ensure that pupils with special educational needs are enabled to access the full life of the school. For example, this can mean support from a learning mentor to access an after school club or use of an additional teaching assistant for 1:1 support on a school trip. Resources and specialist equipment are used where needed and due consideration is made for pupils whose disability may demand adjustments such as the time they need to complete tasks. Advice from outside agencies and specialists will be sought as necessary and implemented.

Members of staff are made aware of special or modified provision put in place for a pupil. Every effort is made to ensure all pupils are able to access extra-curricular activities.

❖ **Complaints**

The complaints procedure for SEN follows the school's other complaints procedures. These can be found on the school's website.

Should a parent/carer have a concern about the special provision made for their child they should first discuss this with the class teacher. If the concern continues then the class teacher discusses the matter with the SENCO and efforts are made to reach an acceptable outcome. If the concern cannot be resolved at this stage, the matter is brought to the attention of the Head Teacher. Informal discussions between those involved then take place but if a satisfactory outcome is not forthcoming a more formal meeting between Head teacher, SENCO, class teacher and parent/carer is arranged to discuss what can be done. A plan of action is made with an appropriate time scale for its implementation and review. If there is still no acceptable outcome, either at the first meeting or the review, the parent/carer may wish to make representations to the Governing Body.

The SEN Governor is involved first and then the Chair of Governors.

During the procedure the parents/carers are informed about the Lancashire Parent Partnership and also the support offered by the school's appointed SEN Officer, should this be appropriate.

❖ **Bullying**

At Willow Lane, we believe that all pupils, particularly those who are vulnerable learners have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour through positive behaviour management strategies. It is made clear that bullying is a form of antisocial behaviour, it is wrong and bullying behaviour will not be tolerated. Please see our Bullying Policy to find out more.