

# Bowness on Solway Primary School

## Policy for SEND - Special Educational Needs and Disability

SENCO: Miss Craig is currently training for National Award for SEN Coordination

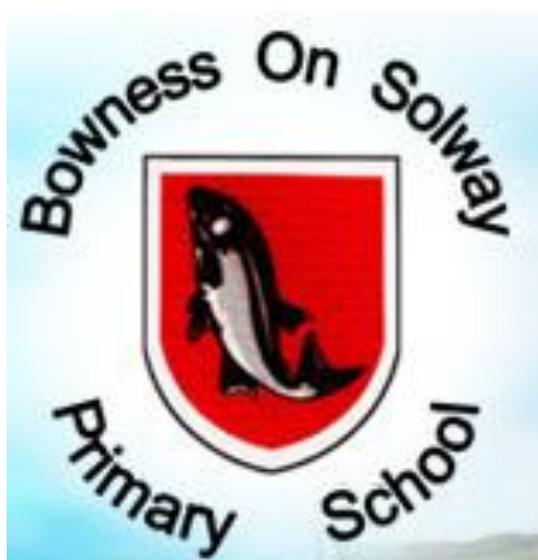
SEN Governor: Vanessa Taylor

Head Teacher: Susan Davies

SENCO Contact details: 016973 51384

Renewal Date: August 2016

SENCO is not a member of the Senior Leadership Team



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## The SEND- Special Educational Needs and Disabilities

policy is accessible both through the school website and upon request from school.

Please also refer to our other policies: Inclusion, Dealing with Complaints, Gifted and Talented and Accessibility Policy also available on the schools' website or upon request.

This SEN Policy works alongside The Local Offer

For the purposes of this policy SEND does not cover gifted and talented children which is dealt with by a separate policy. The Gifted and Talented Policy can be downloaded from the school website or for a hardcopy please contact Miss Craig or Mrs Cozens.

### **Section 1: Introduction**

*This policy was developed by Miss Craig and Ms Davies and then shared with staff as well as the Curriculum Governing Body. The amended Policy was then shared with the Governing Body.*

#### **What does Special Educational Needs mean?**

Children have special educational needs if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

**Code of Practice 2014**

Children are not regarded as having a learning difficulty just because the language of their home is different to the language in which they are taught.

### Aims

We aim to raise the ambitions of and expectations for all pupils with SEND, we provide a focus on outcomes for children and young people.

#### **We also aim to:**

- Provide a school environment where all pupils have the opportunity to feel valued, to experience success and develop self-esteem.
- Ensure all pupils have equal access to a broad, balanced education that meets their needs.
- Identify pupils with special educational needs as early as possible.
- Encourage pupils to be involved in their learning.
- Ensure parents are informed and encourage involvement in communication about their child's special educational needs.

### Section 2: How are we going to achieve our aims?

We provide a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities. Differentiation means to adjust activities to cater for different learning styles, interests and levels of thinking.

Teachers take into account in their planning a student's special educational needs and disabilities and the provision needed to enable them to take part successfully in all aspects of school life.

### **Section 3: How do we identify SEN?**

We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. On a daily basis the dedicated team discuss the progress of children. Below are triggers that indicate children would need more than the everyday differentiation that is already in place.

The Code of Practice describes four broad categories of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, mental and emotional health**
- **Sensory and /or physical.**

Staff monitor concerns for a maximum of a half term and then additional support would be arranged to support the child. Your child's class teacher would discuss concerns with the parents (and children where appropriate) and together decide the next steps for the child and others involved. Should you wish to discuss any concerns then please contact your child's class teacher or Miss Craig, the school SENCO.

#### **Other factors may impact learning but are not considered to be SEND;**

- Disability ( the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour as a need will no longer be an acceptable way of describing SEND.

## **Section 4: A Graduated Response**

This section describes the 'step- by- step' process that allows us to identify and manage children with SEND.

Differentiation	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.
Cause for Concern	Those that are under achieving but will make progress with some provision in/out class.
SEN Support Passport	A child receives additional support in class and/or in intervention groups. A passport will be created by the class teacher and then shared with the parents and SENCO.
SEN Support Passport Plus	Outside agencies are consulted and support the school in allocating resources
EHCP	A child receives specific support in class funded by the Local Authority.

### **SEN Support**

School Action and School Action Plus will be replaced by SEN support: a graduated approach to identifying and meeting SEN, with schools working with parents in identifying needs, deciding outcomes, planning provision and seeking expertise at whatever point it is needed. Staff adopt a cycle of assessment, planning, carrying out additional activities i.e. interventions and then reviewing their actions in increasing detail and with increasing frequency, to identify the best way of securing good progress in individual children.

### **Assess**

The class teacher and the SENCO should discuss the pupil's needs and the views of the child and parent and acknowledge the gaps in their understanding/learning and needs for some extra support to help them make the best possible progress. The teacher will have completed a Cause for Concern form in relation to the areas of need. (See Appendix 2 Cause for Concern Referral form).

### **Plan**

Parents will be invited into school or a discussion will take place over the phone to discuss the next steps for the child and the child will be placed onto the SEN register. The class teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their targets.

### **Do**

Every child within a class remains the responsibility of the class teacher even where interventions or group teaching takes place outside of the classroom area. The SENCO will work together with staff and oversee interventions or programmes agreed as part of

SEN support. The SENCO will support the team in assessing the child's response to the action taken and advising on the effective implementation of support.

### **Review**

Discussions take place between the SENCO and all staff working with children on the SEN Register; the meetings take place half termly in an informal way and at least on a termly basis in more detail. Information will then be shared to Parents' by the SENCO and class teacher. These discussions allow for time to reflect on the impact and quality of support and interventions to be reviewed in relation to progress.

As part of the review of the outcomes further training for staff will be carried out as required.

### **We adopt a Quality First Teaching approach**

#### **For your child this would mean:**

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn.
- All children in school should be getting this as part of excellent classroom, practice when needed.
- There might arise opportunities for specific group work in a smaller group of children. This group, which can be referred to as an intervention group, may be run in the classroom or in a different part of the building. This may be run by a teacher or most often a Teaching Assistant who has had training to run these groups.

## **Section 4: Managing children on the SEND register**

If a child has been identified by the class teacher as needing some extra support in school then the class teacher will put some measures in place to support your child. We have a central register of all children with SEND. This is to ensure that all children receive the appropriate provision and this is closely monitored by the SENCO. A child is registered for SEN when they have been raised as a concern after they have been through the graduated approach and reached the Plan stage. Parents, carers and the child are fully involved at every stage.

## **1. Passport**

For your child this would initially mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A teaching assistant is likely to run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.
- The class teacher has responsibility to update, review and collect evidence for each child within their class in relation to the outcomes.
- In some cases, outside agencies may also need to be contacted for example a Speech and Language Therapist. Any concerns raised by a parent will be respected and taken seriously. Where professionals are not already working with school staff the SENCO should contact them after gaining consent from the parent of the child.

## **2. Passport Plus**

Although we have a variety of expertise on the team, where necessary, increasing specialist expertise should be brought in to help with the difficulties that a child may be experiencing.

Passport Plus means they have been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the Speech and Language therapy Service.

For your child this would mean:

Your child will have been identified by the class teacher or SENCO (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.

You will be invited into school to discuss your child's progress and help plan possible ways forward. Where a visit can't be arranged the discussion could take place over the phone.

You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents understand the child's particular needs better and be able to support them better in school and at home.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual based work with and outside agency.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **3. Education, Health and Care Plan (EHCP)**

The Education, Health and Care Plan is a new approach compared with the previous approach of a Statement of Special Educational Needs or an Education.

In instances where children have more complex need such as having an Education and Health Care Plan the school will draw upon more specialised assessments from the appropriate professionals.

This means your child will have been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching. Usually your child will also need support from professional outside the school.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, and from the Parent), they will decide whether they think your child's needs, seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at Passport Plus

After the reports have all been sent to the Local Authority (LA), the LA will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case they will write an Education health Care Plan (EHCP). If this is not the case they will ask the school to continue with the support at Passport Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHCP will outline the outcomes of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be

put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

Severe, complex and lifelong

Need more than a specified number of hours support in school

### **Who costs it and how?**

The SENCO and Head teacher work collaboratively to create a Provision Map which explains each intervention, costing and any additional resources that have been purchased.

EHC plans are reviewed at least annually by the Local Authority. The outcome of this may be that the targets are kept the same or the decision may be that the plan is no longer needed as the outcomes have already been achieved.

### **Section 5: Criteria for exiting the SEN register**

Pupil progress is reviewed each term. Should it be considered that a child has made progress and no longer meets the criteria outlined in the policy, a meeting will be arranged with the child, Parent, Class Teacher and SENCO (other professionals where necessary).

### **Section 6: Supporting Pupils and Families**

If you have concerns then the first step would be to discuss these with your child's teacher. The class teacher may then suggest a further meeting with the SENCO, Miss Craig to gain further advice.

We support parents/ carers in a variety of different ways.

You will be informed early if we have any concerns.

We will share information with parents through informal conversations and individual meetings.

Review meetings are held in school and parents are invited to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the pupil both in school and at home.

We respect the differing needs of parents.

Please see Appendix 3 Additional support links for Parents.

Our school admission arrangements can be found on our school website.

Transitions are carefully thought out by staff. Visit days for Children and Parents also allow for a smooth transition when starting school. We have links with our local secondary school Nelson Thomlinson and by inviting them into the school before

children attend secondary allows for them to develop their knowledge and understanding of the needs of children and allows them to plan accordingly.

### **Section 7: Supporting pupils at school with medical conditions**

**Please see Appendix 4 for our Assisting children with medical conditions.**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete necessary training for this.

### **Section 8: Monitoring and Evaluation of SEND**

We regularly and carefully monitor and evaluate the quality of provision that we offer all pupils. We do this by having regular discussions as a staff, with pupils and parents. The Governors are also kept up to date with SEND through the Full Governors and the Curriculum based meetings. These arrangements promote an active process of continual review and improvement of provision for all pupils

### **Section 9: Training and Resources**

We have an amount of money that is identified within the overall budget of the school, called the notional SEN budget. The SENCO, headteacher and governing body establish a clear picture of the resources that are available to the school.

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. 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 attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. We also work alongside a number of other schools to share and reflect upon practice.

### **Section 10: Roles and Responsibilities**

Provision for pupils with SEND is the responsibility of all members of staff. The SENCO

#### **Head Teacher (Ms Davies)**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.

- The Head Teacher will give responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.
- Responsible for the overall safeguarding of children within the school.

### **SENCO (Miss Craig)**

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Supporting children, staff and families so that they can help children with additional needs achieve the best progress possible.
- Liaising with Jen Irving as a support link for the school.

Ensuring that Parents' are:

- Involved in supporting their child's learning.
- Kept informed about the support given.
- Involved in reviewing progress.

### **Head Teacher and SENCO (Ms Davies and Miss Craig)**

Work together to monitor and evaluate the progress of children with additional needs.

### **SEND Governor (Mrs Vanessa Taylor)**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- To attend training to ensure they are aware of their duties and can fulfil these duties for the children.
- Is aware of the guidance in the Code of Practice relating to SEN and supports the school to secure provision for pupils with SEN. The Governing body reports annually to parents on the school's policy for provision for pupils with SEN.

**Class teacher:**

Responsible for:

- Checking on the progress of your child and identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and alerting SENCO to any concerns.
- Preparing an individual learning plan called a Passport or Passport Plus, and sharing and reviewing these with parent's regular intervals through the school year.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any additional needs.

**Teaching Assistants:**

- Be aware of the school's SEN Policy
- Liaise with class teacher and SENCO about individual children
- Record progress of the children as required by the class teacher, SENCO or other professionals

## **Section 11: Storing and Managing Information**

Each class has an SEN file which is accessible to all working in that class and those in charge of monitoring, i.e. SENCO and head teacher. These files are kept in the Head Teacher's office.

The SEN File includes:

- SEN Register
- A copy of the Local Offer
- Provision Map- List of interventions that take place and who leads them.
- Paperwork sent from outside agencies
- Copies of Individual Plans (Passports, Passport Plus and EHCPs)

## **Section 12: Reviewing the policy**

The SEN policy will be reviewed annually by Governors. The Curriculum committee and Teaching staff will be involved in this process.

## **Section 13: Accessibility**

We have an accessibility plan available upon request.

## **Section 14: Dealing with complaints**

The School's complaints procedures are available on request.  
Complaints will be dealt with in line with the Children and Families Act 2014

## **Section 15: Bullying**

We have a Bullying policy that is available upon request.

Signed: .....

Date: .....

Reviewed: September 2014

Amended: January 2015/ March 2015 / September 2015

Review Date: August 2016

## **Section 16: Appendices**

**Appendix 1:** SEN Information Report

**Appendix 2:** Cause for Concern Referral Form

**Appendix 3:** Additional links to support Parents

**Appendix 4:** Assisting Children with Medical Conditions.

**Appendix 1: SEN Information Report**

**Appendix 2: Cause for Concern**

**SEN Cause for Concern Referral Form**

(Please complete this form with as much detail as possible)

Name of Pupil \_\_\_\_\_ Class \_\_\_\_\_ DoB \_\_\_\_\_

**1. Please tick which area(s) of SEN is/are of concern for this pupil**

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

**2. Briefly explain what difficulties they are experiencing in accessing the curriculum.**

**3. Briefly explain how you have differentiated the work for this pupil.**

**4. Please detail any other factors which might be relevant i.e. recent conversations with parents.**

**Action taken by SENCO:**

### **Appendix 3: Additional links to support Parents**

Families are encouraged to seek further advice from the Local Offer which can be located on the Cumbria County Council Website.

<http://search3.openobjects.com/kb5/cumbria/fsd/home.page>

Families looking for additional support can find further information with the following link.

<http://www.cumbria.gov.uk/childrensservices/childrenandfamilies/childandfamilysupportteams.asp>

Our school admission arrangements can be found on our school website.

## Appendix 4:

### **Assisting Children with Medical Needs Policy** **Bowness on Solway Primary School**

#### **Aims**

The aim of this policy is to clarify the school's/parents responsibilities in relation to medicines in school.

#### **Prescription Medicines**

From time to time, children may need to take prescribed drugs during the school day, to treat a condition which is not severe enough to keep them off school or for the treatment of a long term condition such as asthma.

No child will be excluded from school purely as a result of him/her requiring medication, but we believe that parents should be encouraged to help avoid the unnecessary taking of medicines in school by: looking at times when medicines have to be taken to see if the school day can be avoided,

- asking the family doctor to consider the possibility of adjusting medication to avoid school time doses.

#### **Non-Prescription Medicines**

The governors will allow non-prescription medicines to be brought into school if accompanied by a parental/carer consent form. The school will not keep any non-prescription medicines on the premises.

**A child under 12 should never be given aspirin, unless prescribed by a doctor.**

If a pupil suffers regularly from acute pain, such as migraine, the parents should authorise and supply appropriate pain killers for their child's use, with written instructions about when the child should take the medication. A member of staff, should supervise the pupil taking the medication and notify the parents, in writing, on the day painkillers are taken.

#### **Long Term Medical Needs**

##### **Individual Treatment Plans**

It is important for the school to have sufficient information about the medical condition of any pupil with long term medical needs. We therefore need to know about any medical needs before a child starts school, or when a pupil develops a condition. For pupils who attend hospital appointments on a regular basis, special arrangements may also be necessary. It is often helpful for a school to draw up a written health care plan for such pupils, involving the parents and relevant health professionals. This can include:

- details of a pupil's condition

\_ special requirements e.g. dietary needs, pre-activity precautions

\_ name of the medication and any side effects

\_ what to do, and who to contact in an emergency

\_ the role the school can play

- reasons for the medication
- when the medication should be taken
- how the medicine should be taken
- who will administer it
- any special storage arrangements

The school will ensure that the plan is known by, and available to staff, and will keep it monitored and reviewed on a regular basis.

All children using inhalers will be given a Health Care Plan.

- Teacher to have a copy of children in their class

### **When will staff administer medicine?**

- It is the responsibility of the Head Teacher that staff administering medicines are trained appropriately.
- When any medication is brought into school with permission and details of dosage and taking time must be completed and signed by the parents/carers of the child concerned

### **Who will administer medicine?**

- Staff who administer medicine are trained to do so and are responsible for recording this appropriately.
- Any member of staff giving medicine to a young person must check: The young person's name; Written instructions provided on the prescription label; Prescribed dose; Expiry date.

### **Where will medicines be stored?**

All medicines are to be stored safely, in their original containers and in accordance with their storage instructions. Medicines such as cough medicine should be kept in a refrigerator away from the children. Inhalers and other medicines should be readily available should a child need to use it. Off-site this will be especially considered as part of the risk assessment process for educational visits.

### **Refusing medication**

If pupils refuse to take medication, school staff will not force them to do so. The school will inform the child's parents as a matter of urgency. If necessary, the school will call the emergency services.

### **Record Keeping**

Parents are responsible for supplying information about medicines that their child needs to take at school, and for letting the school know of any changes to the prescription or the support needed. The parent or doctor should provide written details including:

- \_ name of medication
- \_ dose
- \_ method of administration
- \_ time and frequency of administration
- \_ other treatment
- \_ any side effects

Staff should record when they have given a child medication and include the following details:

- Name of child
- Name of medication
- Time that medication was given
- Dosage of medication
- Side effects (If any)
- Signature of staff member that has administered the medication
- Print name (Staff member that has administered medication)

### **School Trips**

Staff supervising trips should always be aware of any medical needs, and relevant emergency procedures. If appropriate an additional supervisor might accompany a particular pupil. If staff are concerned about whether they can provide for a pupil's safety, or the safety of other pupils on a trip, they should seek medical advice from the School Health Service or the child's GP. For further information on school trips see DFE Circular 22/94 Safety in Outdoor Activity Centres: Guidance.

### **Physical Development**

Any restrictions on a pupil's ability to participate in PE should be included in their individual health care plan.

### **Emergency Procedures**

All staff should know who is responsible for carrying out emergency procedures in the event of need. A pupil taken to hospital by ambulance should be accompanied by a member of staff who should remain until the pupil's parent arrives. Generally staff should not take pupils to hospital in their own car. However, in an emergency it may be the best course of action. The member of staff should be accompanied by another adult and have public liability vehicle insurance.

Agreed:

Review Date: