

# Alsager Highfields



## Special Educational Needs and Disability Policy

Implementation Date - 21.10.19

Review Date - 21.10.20

## Aims and Objectives of the Policy

Our aim at Alsager Highfields Primary School is to raise the aspirations of, and expectations for all pupils with SEND. We provide a focus on outcomes for pupils to ensure they achieve their potential, become confident individuals living fulfilling lives and make a successful transition to High school and into adulthood.

### Objectives:

- That opportunities are provided for every pupil to experience success and to develop an open mind set to learning.
- To accurately identify and provide for pupils who have special educational needs, disability or additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To provide a Special Educational Needs Co-ordinator (SENCO), Mrs Lisa Henshall, who will work within the SEND Policy Code of Practice guidelines.
- To provide support and advice for all staff working with special educational needs pupils.
- Involve parents/carers in planning and supporting at all stages of their pupil's development.
- To ensure all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad, balanced curriculum that is appropriately differentiated.
- To ensure that pupils with SEND have a voice and are given opportunities to express an opinion and that their opinions will be taken into account in any matters affecting them.
- To ensure staff and governors are accountable for the SEND Policy being implemented and  maintained.
- Use the Cheshire East Toolkit as part of our 'assess, plan, do, review' method to identify and carefully monitor pupil's progress and needs.

## Identifying Special Educational Needs and Disabilities

The Code of practice 2014 identifies 4 main areas of need:

Cognition and Learning

Communication and Interaction

Emotional, Social and Mental Health

Sensory and/or Physical

These 4 broad areas give an overview of the range of needs that should be planned for. However, individual pupils often have needs that spread across several areas and their needs may change over time. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Alsager Highfields Primary School, we identify the needs of pupils by considering the needs of the whole child and then match the provision accordingly.

It is important to point out the circumstances which are not classed as SEND, but which may hinder progress and attainment:

- Medical needs
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium (or Pupil Premium Plus)
- Being a Looked After Pupil
- Being a pupil of a Serviceman/woman
- Having behavioral difficulties where an underlying cause has not yet been identified.
- Safeguarding concerns/intervention
- Other vulnerable groups

## **A Graduated Response**

At Alsager Highfields Primary School, we use a Graduated Response to support all pupils.

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

Regular assessments of a pupil's progress will allow early identification of pupils who are making less than expected progress given their age and individual circumstances.

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 pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

Progress also includes areas other than academic achievement - for example a pupil may need more support developing social and emotional skills than his peers.

The **Cheshire East Toolkit** supports our graduated response with a 3 step approach to identifying and supporting children with possible SEND. Coproduction is an essential part of developing our provision in school for all of our children and families, we work together to ensure the very best outcomes for all of our children.

Children's progress and attainment is carefully monitored through our rigorous tracking system using NFER assessments to create a baseline which is tracked throughout the year. We also use a range of assessments for more specific measures to identify more specific difficulties, these enable us to ensure highly targeted interventions to address the barriers to learning.

### **Step 1 - Discussion Form**

As part of our monitoring and assessment cycle, Pupil Progress meetings highlight any children who are not making expected progress or who are working significantly behind age related expectations. When a teacher has a concern regarding a child's progress or attainment they will meet with the child, parents/carers and a record of the discussion will be made with next steps agreed and reviewed.

### **Step 2 - First Concerns Profile**

If the concerns remain, despite next steps being implemented, then a one page profile is created highlighting strengths and difficulties with further next steps agreed. A targeted intervention/support will be implemented as part of our Assess, Plan, Do, Review cycle and then progress will be reviewed. Interventions target specific aspects of learning and are reviewed in a cycle of approximately 8 weeks. If school feel that progress has not been made in line with expectations, regardless of a targeted intervention being effectively delivered then school will meet with parents/carers and the child (where age appropriate) to discuss next steps.

### **Step 3 - SEN Support Plan**

If progress continues to be less than expected, then consideration of whether special educational provision is required should start with the desired outcomes for the pupil, including the expected progress and attainment. The class teacher, working with the SENCO, will informally gather evidence and consider all of the information about the pupil's progress, alongside national data and expectations of progress. This will take into account any concerns raised by the parent and will include the child's views and where appropriate include advice from other professionals.

Together, class teacher and senco, the child, parents/carers and outside professionals (where appropriate) will meet to create a SEN Support Plan to plan targeted support

as part of our Assess, Plan, Do, Review cycle. This document is reviewed and developed termly with class teacher, parents/carers and the child (where appropriate) with mid-term reviews by class teacher to evaluate/monitor progress made.

Parents of pupils with SEND are invited to discuss their child's progress towards the agreed outcomes and to review the SEN Support Plans. This will happen throughout the year alongside parent consultations. The review will assess the effectiveness of the support and interventions and identify next steps. The support will be revised in light of the pupil's progress and development. Changes to the support and outcomes will be done in consultation and discussion with parents and pupil.

Parental permission will always be gained before seeking advice from any outside agencies.

### **Education Health and Care Plans**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the pupil, the pupil has not made expected progress, the school will consider requesting an Education, Health and Care (EHC) needs assessment.

To inform their decision about whether an EHC needs assessment is necessary, the Local Authority will consider evidence that the pupil is not making progress, despite the provision put in place by the school. The school will provide:

- Evidence of the pupil's academic attainment and rate of progress
- Information about the nature, extent and context of the pupil's SEND
- Evidence of the action already being taken to meet the pupil's SEND
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the pupil's physical, emotional and social development and health needs, drawing on relevant evidence from Educational Psychologists, clinicians and other

health professionals and what has been done to meet these by other agencies

### Criteria for exiting the SEN register

- Following a review of a SEN Support Plan with the pupil and the parents, if it is agreed that they are making significant progress and no longer fit the criteria for SEND, they will then exit the SEND register.
- Pupils who exit the SEND register will initially remain on the First Concerns Register to ensure progress is sustained in all areas.

### Supporting pupils at school with medical conditions

At Alsager Highfields, we recognise 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/disabilities (SEND) and may have an 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.

When a pupil joins our school with a diagnosis of a medical condition or disability, the school will organise a multi- disciplinary meeting to bring together all the professionals involved in the care of that pupil, plus their parents. The purpose of the meeting is to discuss the impact of that condition or disability upon their education and access to the curriculum at school. Actions will be generated from the meeting, such as a Health and Safety Risk Assessment, to ensure the smooth and safe inclusion of the child into Alsager Highfields.

## Admissions

Where a child or young person has SEN but does not have an Educational Health Care Plan (EHC plan) they **must** be educated in a mainstream setting except in specific circumstances (see below).

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly.

Admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan

## Training and Resources

The training needs of staff are identified through our appraisal system and planned for through CPD and mentoring throughout the year.

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, development and regular CPD.

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 SENCO regularly attends a range of meetings to ensure as as chool we are informed of relevant updates and changes in legislation including; termly ACT Barriers to Learning, half termly Educational Psychology and CEAT consultations and the termly Cheshire East Senco Conference to ensure relevant updates and changes in legislation are informed.

The school have NASEN and The Key memberships to ensure they are regularly updated about SEND issues and to access training resources and CPD where needed.

### **Roles and Responsibilities**

**The Governing body will ensure that:**

- SEND provision is an integral part of the school development plan
- Necessary provision is made for any pupil with SEND
- Staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the SEND Code of Practice 2014
- They are fully informed about SEND issues, so that they can play a part in the school's self-evaluation process
- They set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND
- The quality of SEND provision is regularly monitored
- A governor is identified to be the person responsible for SEND and for this person to link with the SENCOs

**The Head teacher has responsibility for:**

- The management of all aspects of the school's work, including provision for pupils with SEND

- Keeping the governing body informed about SEND issues
- Working closely with the SENCOs
- Ensuring that the implementation of this policy and the impact on the school is reported to Governors

**Special Educational Needs Co-ordinators - (Senco) are responsible for:**

- Overseeing of the day-to-day operation of the SEND policy
- Overseeing the provision for pupils with SEND
- Organising and managing the work of the TAs
- Ensuring that an agreed, consistent approach is adopted by all staff
- Supporting staff to identify pupils with SEND
- Deploying adults to administer standardised assessments and carry out observations of pupils with specific learning problems
- Supporting teachers in devising strategies, drawing up Inclusion Plans, setting targets appropriate to the needs of the pupils, advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and additional adults in the classroom
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND record and associated files
- Assisting in the monitoring and evaluation process of pupils with SEND through the use of school assessment information
- Contributing to in-service training of staff
- Liaising with SENCOs in other schools to help provide a smooth transition from one school to another
- Developing good practice within a network of schools - ACT cluster
- Producing reports for the governors and an annual report for the 'Governors Report to

Parents'

- Ensuring our Information SEND Report/Local Offer information is maintained and up-to-date

**Class teachers are responsible for:**

- Teaching pupils with SEND in the classroom and for providing an appropriately differentiated curriculum
- Reviewing and assessing progress against agreed targets for pupils with SEND
- Making themselves aware of the policy and the procedures for identification, monitoring and supporting pupils with SEND
- Giving feedback to parents/carers of pupils with SEND

**Teaching Assistants should:**

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Assist in making provision for the individual needs of pupils identified as having SEND, whether in class, small groups or one to one
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

### **Reviewing the Policy**

This policy is kept under review by the SENCO. This policy will be reviewed annually.

The policy should be read in conjunction with the **Alsager Highfields SEND information report** which can be located on the schools website

Our Local Authority, Cheshire East, also provide a local offer to outline the services available to all children with SEND who attend a Cheshire East School.

This can be also be located on the Cheshire East Livewell website;

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>