



**LITTLEMOOR PRIMARY SCHOOL**  
**S.E.N.D. POLICY (September 2018)**  
**(Special Educational Needs and Disabilities)**

**February 2020**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- √ Equality Act 2010: advice to schools DfE (Feb. 2013) •
- √ SEND Code of Practice (Revised edition 2015 ) •
- √ School 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 (September 2013)
- √ Teachers Standards 2012 See also our
- √ Safeguarding Policy
- √ Our Single Equality Policy (including Accessibility Plan)
- √ SEN Information Report (Local Offer) •
- √ Oldham LA's local offer



## **Introduction**

*This policy was created by the school's SENCO in liaison with the Head teacher, staff and our SEN Governor. The SENCO is Miss Suzanne Carrington*

*At Littlemoor Primary School we seek to develop all children to their fullest potential: spiritually, morally, personally, emotionally, socially, intellectually, creatively and physically. As outlined in the SEND Code of Practice, ( Revised version 2015)*

*All children and young people are entitled to an education that enables them to make progress so that they:*

- *achieve their best*
- *become confident individuals living fulfilling lives.*

### **Our policy for Special Educational Needs and Disabilities (S.E.N.D.) is based on the principles underpinning the Code of Practice (2015):**

- a) The views, wishes and feelings of a child, or young person, and their parents
- b) The importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- c) The need to support the child or young person and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

### **The principles are designed to support:**

- a) The involvement of children, young people and parents in decision making
- b) The identification of children and young peoples' needs
- c) Collaboration between education, health and social care services to provide support
- d) High quality provision to meet the needs of children and young people with SEN
- e) Greater choice for young people over their support
- f) Successful preparation for adulthood, including independent living and employment

### **Aims of this Policy**

- a) To provide for the development of the whole child – spiritually, intellectually, socially, morally and culturally
- b) To raise the self-esteem of individuals in order to promote a readiness for learning and to ensure that they are confident and valued members of society
- c) To ensure that all children have the opportunity to reach their full potential and are valued for the individual contributions they make
- d) To provide a happy, caring, safe and supportive environment which meets the needs of all children and is inclusive of additional educational needs

e) To foster a close partnership between home and school

### **Objectives of this Policy**

a) To ensure early identification, assessment and support for children with additional educational needs

b) To provide a broad, balanced and differentiated curriculum for all children according to their individual needs, in order for them to fulfil their potential

c) To encourage a co-operative and positive attitude to learning through a challenging and exciting curriculum

d) To meet the statutory requirements of the Early Learning Goals and National Curriculum, ensuring access for all children in our school

e) To use provision maps for pupils with SEND, ensuring that children are included in the target-setting process

f) To encourage parental involvement in the assessment and decision-making processes

g) To provide support for staff working with children with additional educational needs, in order to enhance their knowledge and expertise

h) To achieve continuity and progression for each child with additional needs through regular review of procedures and practice

i) To ensure use is made of expertise and facilities from outside the school, where necessary

### **Admission Arrangements**

At Littlemoor Primary, we welcome children with S.E.N.D. as outlined in our school prospectus. All reasonable steps are taken to ensure that children with a disability are not placed at a substantial disadvantage to those who are not.

Our SEN Information Report (Local Offer) has been published on our school website.

### **Resources**

The Head teacher assigns funding in relation to the level of need. The use of S.E.N.D. funding is shown in the Budget and will be managed and monitored by the Head teacher.

### **Inclusion**

Children with S.E.N.D. are encouraged to participate and the necessary provision will be made to accommodate all children, irrespective of need; needs are identified and provision will be planned and support provided as required. This includes extra-curricular activities, school trips, lunchtimes and playtimes.

Please note that there may be times when we – in conjunction with parents – take the decision to ‘disapply’ children with severe S.E.N.D. from formal assessments such as SATs.

### **SENCO Roles and Responsibilities**

- Analysing data for children with S.E.N.D.

- Co-ordinating the day-to-day operation of the school's S.E.N.D. provision, including supporting TAs
- Liaising with and advising fellow teachers
- Overseeing the records of all children with additional educational needs
- Ensuring that children's progress is reviewed with staff on a termly basis (informally or formally)
- Organising and attending S.E.N.D. Review meetings / Annual Review meetings, ensuring that the relevant paperwork is completed and distributed
- Liaising with parents and outside agencies
- Contributing to / organising / delivering in-service training of staff (as and when necessary)
- Attending relevant meetings and courses to further develop the role of SENCO
- On request, observing individuals who are giving cause for concern
- Updating the S.E.N.D. policy on an annual basis
- Presenting an update of provision for children with S.E.N.D. to governors annually

The Class Teacher is responsible for:

- Ensuring Quality First Teaching
- Identifying children with S.E.N.D. in their care and bringing them to the attention of the SENCO
- Differentiating the curriculum to meet the needs of individuals and groups of children
- Reviewing targets, assessing and recording achievements, setting new targets
- Updating and reviewing child-friendly IEPs (including timetables) termly, including ensuring that children are included in the target-setting process
- Planning work for the TAs working with a child(ren) in their class, including liaising with TAs to prepare next steps for learning
- Preparing notes ready for review meetings
- Being involved in the preparation of reports eg. For SALT, referrals to School Medical Officer, SALT etc.
- Informing the SENCO of progress, any growing concerns and requests for further intervention by outside agencies
- Keeping a log of visits by outside agencies (eg. observations) and appointments attended by individual children
- Liaising with parents
- Meeting with the SENCO on a termly basis to discuss children's progress
- Ensuring that their class S.E.N.D. file is kept updated

There is a named governor for S.E.N.D. (Kay Knox ).

### **The Governing Body will:**

- ensure that necessary provision is made for any pupil who has S.E.N.D.
- ensure that teachers in school are aware of the importance of identifying and providing for those children with S.E.N.D.
- ensure that pupils with S.E.N.D. have the opportunity to participate in school activities, together with those pupils who do not, as far as is reasonably practical and compatible with the needs of all the children
- have regard to the Code of Practice when carrying out duties towards all pupils with S.E.N.D.
- meet with the SENCO on a yearly basis (S.E.N.D. governor)
- consult the LA and governing bodies of other schools where it seems necessary or desirable in the interests of S.E.N.D. provision in the area as a whole

### **Parental Involvement**

The involvement of parents in their child's education is vital so we work in partnership with parents to ensure children with S.E.N.D. make the best possible progress. We value the role of parents in assessing their child's learning and behaviour and sharing this information with school.

Since we seek to maintain an active and equal partnership, we have an open door policy where parents are able to come and discuss any queries or concerns. These will be dealt with there and then, but may require further appointments (including review meetings) being set to discuss issues in more depth.

### **DEFINITION OF S.E.N.D.**

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age (Code of Practice 6.15). These needs fall within the four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and or Physical need

Children will have needs and requirements which fall into at least one of these four areas, frequently more than one. The impact of combinations of need, where these exist, on the child's ability to access the curriculum, should be considered.

#### **1. Communication and interaction**

Pupils with communication and interaction difficulties may:

- have a speech and language delay or disorder

- struggle to communicate with others
- experience problems taking part in conversations
- hear or see a word which they don't understand the meaning of, leading to words being used incorrectly or out of context
- have difficulty understanding the world in the way others do
- struggle with social interaction and imagination

## **2. Cognition and learning**

Pupils with cognition and learning needs may:

- learn at a slower pace than their peers
- have difficulty acquiring basic English and/or Maths skills
- struggle to understand basic concepts
- have difficulty retaining information
- have low levels of concentration
- have under-developed social skills
- avoid reading or writing tasks
- show a discrepancy between their general cognitive ability and achievement

## **3. Social, mental and emotional health**

- Pupils with social, mental and emotional health may:
- have immature social skills
- find it difficult to make and sustain healthy relationships
- become withdrawn or isolated
- have low self-esteem
- demonstrate challenging, disruptive or disturbing behaviour

## **4. Sensory and / or physical development**

Pupils with sensory and/or physical needs may:

- have a visual impairment
- have a hearing impairment
- have a multi-sensory impairment
- have a physical disability
- be distracted by certain stimuli
- struggle with co-ordination and fine-motor functions

### **Identification of Pupils with S.E.N.D.**

Children with S.E.N.D. are identified in a number of ways:

- Class teachers' assessments, in consultation with the SENCO – class teachers in the first instance will submit a 'Cause for Concern' to the SENCO
  - Discussion of child at Pupil Progress Meetings
- Discussion with the child's parents
- Information from external sources eg. pre-school S.E.N.D. Services or previous school

## **The Graduated Approach**

An EHC (Education, Health and Care) Plan is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs.

The process is laid out as follows:

### **STAGE 1:**



Initial Concerns (Cause for Concern)

### **STAGE 2:**



Monitoring and intervention

### **STAGE 3:**



SEN Support (some of this support may be targeted 1:1 and / or small group support;  
outside agencies may also become involved at this stage)

### **STAGE 4:**



School Request for Statutory Assessment

### **STAGE 5:**



Education, Health and Care (E.H.C. Plan)

Arrangements for Co-ordinating Provision

***In order to ensure that appropriate and effective identification, assessment and provision is made for children with additional needs (S.E.N.D.) the school incorporates the three inclusion principles from the National Curriculum by***

- setting suitable learning challenges,
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Each class teacher has a class S.E.N.D. file, which contains for each child with S.E.N.D:

- an up-to-date log of meetings / appointments
- Current and previous Individual Education Plans or Behaviour Support Plans

- this term's interventions and provision map
- a copy of the most recent review minutes and / or last term's target review
- any other relevant S.E.N.D. information

### Assess , Plan . Do, Review



At Littlemoor we promote a person-centred graduated approach, whilst promoting quality first teaching and additional interventions.

**Assess:** Assessment is ongoing in every session, every day. Assessments are carried out formally (standardised tests such as PUMA and PIRA , baselines or WELCOMM speech and language assessments ) and informally (teacher assessments – these can be daily and ongoing ) to find out where the child is at and also to find out what difficulties they may have. This process will determine the next steps in each child's learning journey.

**Plan:** Following assessments, class teachers and SENCO agree what support / interventions need to be put into place.

**Do:** The agreed support is implemented by the class teacher; progress is monitored by the class teacher and the SENCO.

**Review:** The effectiveness and those involved with the child work together to plan and assess the impact of any interventions and support.

### Child-friendly IEPs

Termly child-friendly IEPs or `Support Plans ` are used for children on the S.E.N.D. register. Children are included in the target-setting process and may also have a `one page profile ` to support their needs . Parents are consulted with as part of this process and if parents would like to include any targets they see as pertinent this can be discussed with the class teacher .

## Monitoring Progress and Parental Involvement

### CHILDREN WITH AN EHC PLAN

Autumn Term	Spring Term	Summer Term
Parents Invited Parents evening	Parents Invited Parents Evening	Parents Invited
<ul style="list-style-type: none"> <li>√ Parents are invited to review meetings three times yearly; one of these three meetings will be the child's Annual Review, where their progress and needs are discussed in more detail.</li> <li>√ These meetings now take the form of a person-centred review (see Appendix for format).</li> <li>√ Where necessary, a member of the LA's Pupil Service Team will be invited the Annual Review. These instances include a change of provision (eg. asking for more hours support) or placement (eg. transfer to secondary school).</li> </ul>		

### CHILDREN WITH SEN Support (Targeted Support)

Autumn Term	Spring Term	Summer Term
Parents Invited Parents evening	Parents Invited Parents Evening	Parents Invited
<ul style="list-style-type: none"> <li>√ Parents are invited to review meetings towards the end of the autumn and summer terms.</li> <li>√ Towards the end of the spring term, the class teacher and SENCO will meet to review this term's targets and set new ones for next term. A copy will be sent home to parents</li> </ul>		

### CHILDREN WITH SEN Support (General Support )

Autumn Term	Spring Term	Summer Term
Parents Invited Parents evening	Parents Invited Parents Evening	Parents Invited
<ul style="list-style-type: none"> <li>√ Parents are invited to a review meeting towards the end of the summer term.</li> <li>√ Towards the end of the autumn and spring terms, the class teacher and where necessary , the SENCO and / or Unit Leader will meet to review this term's targets and set new ones for next term. A copy will be sent home to parents.</li> <li>√ If necessary, a review meeting will be held instead (eg. for children in Year 6 or for those children who now have an outside agency involved).</li> </ul>		

### For those children at the early stages of the process: Cause for Concern or Monitoring

This process can happen at any time in the academic year
<ul style="list-style-type: none"> <li>√ Class teacher meets with SENCO after 2 terms (or earlier if needed) to discuss and arrange next steps.</li> <li>√ Progress is discussed at Parents' Evenings in the autumn and spring terms</li> </ul>

### **Transition Arrangements:**

Children transferring to Littlemoor:

- When children with S.E.N.D. are admitted into school, or transfer from another school, every effort is made to ensure the relevant information is received as quickly as possible.
- Sometimes children join us who were not on the S.E.N.D. Register at their previous school. In these cases we monitor their progress closely before inviting their parents in to school to discuss next steps.

### **Children joining us in Reception:**

- Children entering our Reception class will have the opportunity to visit school in the summer term (Stay and Play afternoons).
- The SENCO and / or Reception class teacher may attend pre-school review meetings in the summer term before children join our Reception class so that necessary measures can be put in place. If necessary, we also liaise with relevant outside agencies before they start eg. Early Years Team.
  - All children will be screened by EYFS staff using the WELLCom screener tool to assess spoken language and understanding and provision will be made accordingly

### **Children transferring to another school:**

For children moving on to a new school, individual S.E.N.D. info will be passed on to the receiving school.

### **Transition to secondary school:**

When Year 6 children transfer to secondary school, a review meeting will be set up in the summer term to discuss transition arrangements. The child's parents, class teacher, secondary school SENCO and if necessary, relevant outside agencies are invited. For children with an EHC Plan this transition meeting is arranged for the Spring Term of Year 5 (Annual Review, where a member of the LA's Access Services will be invited).

### **Staff Development**

#### *SENCO*

The SENCO will attend relevant S.E.N.D. training, including SENCO forums and SENCO courses.

#### *Whole Staff*

Whole staff training will take place when appropriate. If necessary, outside agencies will be contacted and asked to contribute to staff training. There are also times when the SENCO delivers necessary training in school.

#### *Individual Staff*

The SENCO will ask staff about their particular training needs and then make them aware of any relevant courses. Budget-and timetable-permitting, staff will then attend courses as appropriate.

### **Monitoring**

The Head teacher will monitor the S.E.N.D. process through:

- tracking individual pupil's progress and monitoring against targets set
- regular meetings with the SENCO
- providing the Head teacher's report to the Governing Body

The SENCO meets with the SEN Governor annually in order to discuss the provision of children with SEND as well as to discuss any local or national changes in SEND and the implications these have upon the children with SEND in our care.

### **Complaints Procedure**

If parents wish to make a formal complaint, they may do so in writing to the Head teacher or Chair of Governors. The complaint, how it is dealt with, and its resolution, will be reported to the Governing Body. Parents who are still concerned have the right to complain to the Director of Education. The process is as follows:

1. Arrange a meeting with the Head teacher
2. The Head teacher will then arrange a meeting with the SENCO, class teacher and relevant professionals
3. If necessary, the complaint will be referred to the Governing Body, through the Chair of Governors and the designated S.E.N.D. governor
4. If further action is required, the LA will be involved. The LA will enable parents to appeal to an independent body, if reconciliation is unable to be achieved.

### **Review**

This S.E.N.D. policy will be reviewed to take into account any changes or developments that might take place. The next date for review will be December 2018.

This policy is available to all parents and can be discussed formally, or informally, with staff or the Head teacher.

This policy is also available on the school website, in conjunction with our Equality policy (including our Accessibility Plan), our Local Offer and our Equality statement.