

Aughton Christ Church C.E. Primary School



SEND Policy

Sections Covered in this policy

1. Definition of Special Needs
2. Staff in school working with SEN children and their parents
3. Identifying when a child has special needs
4. How Special needs are identified
5. Provision made for Special Needs Children
6. Special Needs Register
7. Education and Health Care Plans
8. The Local Offer
9. Record Keeping
10. Assessment
11. Information Management
12. Working with Parents
13. Working With Children
14. Working with Support Services
15. Links with Local Community
16. Pupil Partnership Services
17. Health and Social Services
18. Admission to school
19. Our school Access
20. Staff Training, Knowledge and skills
21. Funding for Special Needs
22. Evaluation of policy
23. Complaints procedure
24. Sources of additional information

SENCO Miss C Geeson EYFS & KS1 Mrs F Chapple KS2

Contact - SENCO@oughtonchristchurch.lancs.sch.uk 01695 421391

SEN Governor – Mrs D Clark

Designated Safeguarding person Mr D Kennedy Back up DSP Miss C Geeson & Mrs F Chapple

Budget Responsibility Headteacher Mr D Kennedy

Medical Needs Headteacher Mr D Kennedy back up Miss C Geeson & Mrs F Chapple

Designated Safeguarding Governor Mr S Jackson

Aughton Christ Church Mission Statement

To educate pupils intellectually, socially, morally, aesthetically, physically and spiritually within a school firmly based on Christian principles.

To enable pupils to develop their talents, establishing positive and realistic goals.

To promote Christian values within the school as exemplified by the life and teaching of Jesus Christ.

To encourage in pupils a sense of decency, respect for others, commitment, self-reliance, responsibility and a healthy self-esteem.

To help pupils to take their place in the community and to encourage an appreciation of the world in which they live.

To prepare for the next stage of their education.

Purpose of Policy

We aim to

1. To ensure that the arrangements made for children with SEN needs are in line with the requirements of Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010: advice for schools DfE Feb 2013 and the SEN Code of Practice 2014, Statutory Guidance on supporting pupils at school with medical conditions April 2014, The National Curriculum in England and Wales Key Stage 1 and 2 Framework document Sept 2013, Safeguarding Policy, Accessibility Plan, Teachers standards 2012. This policy has been created in liaison with staff, parents of pupils with SEN, SENCO, SEN governor
2. To value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
3. To ensure that children with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours.
4. To ensure that all our children are involved in decisions made about them and their education.
5. To ensure that we involve our parents in school life and keep them informed about their children's progress including decision making about their child's education
6. To provide a SENCO who will work within the SEN inclusion policy.
7. To provide support and advice for all staff working with special educational needs.

1. Definition of Special Needs

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

Children have a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age, or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind that are generally provided for children of the same age in schools within the area of the local education authority.
- c) Are under compulsory school age and fall within the definition of a or b above or would do so if special educational provision was not made for them.

For the purpose of this policy SEN does not cover gifted and talented children which is dealt with in our Gifted and Talented policy

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

2. Staff in School working with children with Special Educational Needs and their parents

All teachers in school teach children with special educational needs. However the following staff have particular responsibilities

- The Headteacher and the School SENCO ensure that the school's provision for children with additional needs is met and children's progress evaluated on a regular basis. The SENCO and Headteacher meet with the SEN governor termly to discuss programmes of support and individual needs.
- SENCO to provide teaching either on a one to one basis or in small groups to children with identified special needs.
- SEN governor monitors and evaluates provision and reports to the governing body
- Class teachers provide a planned curriculum that meets the needs of all the children in their care. They monitor and evaluate all children's progress and set future targets for them. They report to the SENCO any child that may be causing concern and are responsible for reviewing and updating children's learning passports on a regular basis.
- Teaching assistants provide specified work and carry out planned programmes of work as specified in learning passport.
- Welfare assistants are aware of children who require our support and are given strategies to support children at lunch time when necessary.

3. Identifying when a child has special educational needs:

It is important that a child's special educational needs are identified as early as possible.

We will always let parents know as soon as we feel that their child may have a special educational need. After discussion with the class teacher, SENCO, parents, pupils and headteacher. A decision will then be made to put the child on the SEN register at their level of need.

4. The ways in which we identify children that may have special educational needs are

- a) Before a child starts school.
 - Our reception teacher visits children in their pre -school setting to discuss any concerns they may have
 - Through our links with pre-school settings and through strong partnerships with the school nurse and other health agencies we are able to identify children who may require more support
- b) Our reception teacher meets with each child's parents / carers
- c) After starting school advice may be sought from
 - Educational Psychology service
 - Physical disability support service
 - Visual Impaired service □ Speech therapy service
 - Occupational therapy service
 - Physiotherapy service
 - LFCT service
 - CAMHS
 - Community Paediatric Service
- d) All teachers are teachers of children with special educational needs and are responsible for identifying children with special educational needs as early as possible
This could be through
 - Teacher observation
 - Teacher assessment
 - National curriculum assessment
 - Baseline assessment
 - Information passed on from previous settings
 - Information from parents

The class teacher will complete a Cause for Concern form which is discussed with the SENCO. The SENCO will then gather together information about the child and will work with staff involved to decide on what actions that might need to be taken.

- e) Children who enter school mid-year
 - SENCO liaises with staff from previous school
 - Teaching assistant may visit the school
 - Ensure all paper work is transferred

5. The Provision made for children with Special Educational Needs:

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs they may have.

We support children with special educational need by:

- Specially prepared learning materials
- Use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions
- Specialist equipment/ resources
- Signing and assisted communication
- Using specialist intervention programmes
- Social skills programmes
- Seeking support from outside agencies
- Working together with parents on joint strategies
- Using outside agencies when and if required

6.Special Needs Register

We operate a graduated approach

- Initial cause for concern discussed with parents
- Assess, Plan, and review
- Passport to Learning
- Plan , assess and review
- Involve outside agencies
- Plan, assess and review
- CAF
- Assessment for EHC plan
- May result in EHC or may return to passport to learning
- Reviewed termly

Criteria for placing on SEN register

- A child working 2 or more years below the age related expectations of their peers and not making adequate progress identified on school tracker
- A child with a medical diagnosis that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress
- Children who receive High Block funding
- Children with a social or emotional need which prevents them accessing the curriculum

All children in school have educational targets set regularly,

If the class teacher and SENCO feel that a child needs specific targets in addition to the targets already in school which address their specific special educational needs they may be given a Passport to Learning (SEN support plan) The targets on the passport to learning are based on collaboration between all the parties involved i.e. the child, parent/carer, SENCO, teacher and teaching assistants. Assessment also informs target setting.

Staff will ensure that all targets are

- Specific
- Measurable
- Achievable
- Relevant
- Time limited
- Parents will be involved in putting together this plan and in reviewing it three times a year

7. Education and Health Care Plans

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream settings. Some children and young people may require an Education and Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child and to secure the best possible outcomes for them across education, health and social care, and as they get older prepare them for adulthood.

8.The Local Offer

As part of the new Code of Practice July 2014, Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The local offer has two key purposes:

- To provide clear, comprehensive accessible and up to date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents and service providers in its development and review.

The Local Offer covers

- Support available to all children and young people with SEN or disabilities from universal services such as schools and GPs
- Targeted services for children and young people with SEN nor disabilities who require additional short-term support over and above that routinely provided as part of universal services
- Specialist services for children and young people with SEN or disabilities who require specialised longer term support
- School individual local offer shows what support is available See SEN section of school website and Lancashire County website
www.aughtonchristchurch.lancs.sch.uk
<http://www.lancashire.gov.uk/children-education-families/specialeducational-needs-and-disabilities>

9.Record Keeping

We record all the steps taken to meet children's special educational needs. The SENCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a child with SEN may include

- Information from previous settings
- Information from parents/carers
- Information on progress and behaviour
- Information about assessments and use of additional support
- Passport to Learning (SEN Support plan)
- Education Health Care Plan
- Provision map detailing the support they have been given and the impact it has had
- Child's own views
- Information from health/social services
- Information from other outside agencies
- School data

10.Asessment

All children with an EHC plan are reviewed annually (a review can take any time if needed)

All Children on the SEN register are assessed by the SENCO and Passport outcomes are reviewed termly

Assessments may include

- Dyslexia screener
- Letters and sounds progress assessment
- IDL – Reading and Spelling Tests
- ECAr screening
- PIPS
- Baseline assessment □ Weekly assessments
- End of unit assessments
- End of term assessments
- End of year assessments
- PIVATS
- BPVS

11 . Information Management

It is important that information about a child SEN is shared with all staff in school who work with the child and that it is passed on from class to class and school to school as the child moves on.

- We ensure that all staff are made aware of individual children's SEN needs.
- We ensure that all information is passed on to new class teachers through our own internal transfer system
- We ensure that children's needs are reviewed regularly. Their targets are reviewed and new ones set every term. Children with more complex needs are reviewed with a separate meeting with all parties involved
- When possible children are involved in setting their own targets/outcomes
- Smooth transition between high schools is ensured by meeting with SENCO's from the secondary schools
- If children transfer mid-year the SENCO will work with the child's new school to ensure a settled and smooth transition.
- All information is kept secure in school and information will be retained in school for 25 years

12. Working with Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children with SEN get the most out of their education.

We will involve parents through:

- Review meetings
- Writing All About Me when needed for EHC assessments
- Homework
- Sharing information through SEN section of school website
- Parents evenings
- Parent support groups
- Providing breakfast and after school clubs
- Developing an open door policy towards parents which welcomes their views
- SENCO able to meet with parents when appropriate
- Sharing information with them about their child
- Sharing information with other people on their own experiences and knowledge of aspects of SEN
- Linking with Parent Partnership Services and relevant voluntary organisations.
- Meetings in school with professionals from other agencies

13 Working With Children

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we :

- Involve children in target setting
- Enable children to express their feelings about how their needs are being met
- Ensure that the views of the children are sought and recorded in reports produced by the school
- Encourage children to be involved in the wider life of the school
- Children able to discuss their needs and concerns with all members of staff.

14. Working with LCC Support Services

We have a range of support services in Lancashire that we can call upon to give school advice and training e.g.

- Schools and families specialist services
- CAMHS
- Speech and Language service
- Educational Psychology Service
- SEND
- Secure successful transition □ Links with special schools
- Provide training for parents
- Physiotherapy and occupational health
- Community paediatric services

15. Links With Local Community

We believe that our school has an important part to play within the local community. We are involved in:

- The use of school premises for out of school activities
- Links with local nursing home
- Links with local police
- Links with local special schools
- Local nurseries

16. Parent Partnership Services

Lancashire Schools Parent Partnership service provides information, advice and guidance on SEN and can provide an independent parental supporter for all parents who want one. This can be accessed by

- Tel: 0300 123 6706
Monday to Friday 8am to 5pm
- Email: information.lineteam@lancashire.gov.uk

This dedicated information advice and support SENIAS (IAS) service is for children and young people with special educational needs and disabilities and their families.

Young people can also access the service independently from their parents.

The service is impartial, confidential, and free. It is built on the existing support from the [Parent Partnership Service](#), parent/carer liaison officers, Lancashire and District [Parent Carer Forums](#) and other local services for young people.

They can help you to gather, understand and interpret information and apply it to your own situation.

They can provide support around:

- Local policy and practice
- The local offer
- Personalisation and personal budgets
- Education law on SEN and related law on disability, health and social care

They also provide advice through parent carer support groups, local SEN youth forums or local disability groups and training events.

17. Health and Social Services

Some children with SEN may have support from or involvement with Social Services. These children are helped best when all professionals work closely together. In our school we

- liaise with professionals from the health service , school nurses and the community paediatrician, to seek advice and support for children
- ensure information on children is shared amongst relevant professionals
- involve health and social service professionals in reporting on children's needs and progress and in attending review meetings

18. Admission to School

Our school admission policy clearly states that we accept children of all abilities including children with special educational needs and disabilities. We will always endeavour, whenever possible to have arrangements in place to meet a child's needs.

DETERMINED ADMISSIONS POLICY FOR COMMUNITY AND VOLUNTARY CONTROLLED

PRIMARY SCHOOLS - 2016/2017

See full admission on school website

19. Access Plan

Under our duty of care we have an accessibility plan that shows clearly how we are able to provide access to all our children, whatever their needs. This policy is reviewed to ensure it is meeting the needs of children entering school or whose needs have changed over time.

Statement	Evidence	Action
The school layout ensures access for all children and staff. This includes all classrooms, hall staffroom, ICT room and library and outside areas	School accessible in all areas	
Children needing to use wheelchairs or crutches can move freely around school, as school is all on one level and disabled access provided at main entrance, childrens' entrance at rear of school and year 4 classroom	Accessible in all areas	
Disabled toilet and shower room	Fully accessible	
Pathways around school are clear and well maintained	Fully accessible	
Emergency exits are clearly visible and exits are kept clear at all times	Yes	
Signage and yellow markings should be clear for all impairments including for visually impaired children	Yes	
All areas including outside areas are well lit	Yes	
Steps have been taken to reduce background noise for hearing impaired children	Yes	
Furniture and equipment around school is of appropriate size	Yes	
PEEP'S will written as appropriate		

20. Staff Training

We gather information every year, through performance management meetings, to identify training needs for all staff. These needs may change due to the needs of the children. All staff are able to undertake training to develop and improve their skills and knowledge.

Training may be provided by :

- in-house training
- mentoring other staff
- job shadowing visits to other schools or settings
- attendance at externally provided training
- participation in accredited training opportunities
- LCC training courses

How Provision is funded

- Funding for schools/colleges is provided by central government to local authorities through the Dedicated Schools Grant. LAs distribute this to schools by using a local funding formula.
- Schools/colleges are given an additional amount, referred to as the 'notional SEN budget' it is made up of 2 elements. Element 1 is core funding of around £4,000 and Element 2 which is around £6,000 is additional funding for pupils with SEN.
- For each pupil/student whose high level needs cost more than £10,000 per year, the local authority can provide high needs top-up funding.
- Schools/colleges can buy in specialist support to meet children's SEN.

Funding is used to:

- Employ a SENCO
- Provide differentiated curriculum
- Provide TA Support
- Provide resources for intervention programmes
- Buying in outside support from e.g. SEND

Pupil Premium is a grant given by the government for the educational benefit of children in school. It is allocated as below

- For children known to be eligible for free school meals and service children in main stream schools
- For looked after children and children adopted from care since 2005 □ Children of Service Personnel

22. How we evaluate our policy

The schools governing body has a duty to evaluate the provision school makes for SEN children

- Parents views will be sought
- Progress of children with SEN will be monitored
- External support service may be contacted for their views
- Children's views will be sought

23 Complaints Procedure

We are always willing to talk to and listen to any concerns that parents may have. If parents have any concerns they should speak firstly to the class teacher, then if necessary the SENCO or the headteacher.

If they feel that concerns have not been addressed the formal complaints procedure can be followed as shown on school website. Go to Parent Information, curriculum, policies complaints procedure www.aughtonchristchurch.lancs.sch.uk

24. Where can I find out more information

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities>

Policy to be reviewed September 2019

Glossary of Terms

BPVS-British Picture Vocabulary Scale

A test of receptive vocabulary.

CAF-Common Assessment framework

The CAF is a standardised tool used to conduct an assessment of a child or young person's additional needs and helps practitioners to decide how those needs should be met. It is used by practitioners across children's services in England.

CAMHS- Child and Adolescent Mental Health Services

ECaR- Every Child a Reader

Every Child a Reader is a means of organising and managing a range of effective literacy interventions for children struggling to read and write in Key Stage one.

EHC- Education Health and Care Plan

An EHC plan is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment.

Foundation Stage Profile

The system used in schools during the Reception year to monitor pupil progress.

ICT-Information, Communication Technology

IDL – Independent Dyslexia Learning

KLIPS – Key learning Indicators of Performance

LCC-Lancashire county Council

LFCT-Lancashire Contact a Family

Support families of disabled children across the Lancashire, whatever their condition or disability

Passport to learning

A working document developed and used by our school that sets targets/outcomes for pupils with SEND and detailed provision on how those outcomes will be achieved.

PEEPs-Personal Emergency Evacuation Plans

PIPS- Performance Indicators in Primary schools

PIVATS-Performance Indicators for Value Added Target Setting

Provision Map

A document showing at a glance all the provision that the school makes which is additional to and different from that which is offered through the school's differentiated curriculum to support pupils with SEND and pupils requiring intervention programmes.

SEN-Special Educational Needs

SENCO-Special Educational Needs Coordinator

A teacher at school with responsibility for assessing, planning and monitoring the progress of pupils with Special Educational Needs (SEN). Who is responsible for the day-to-day operation of the school's SEN policy

SEND- Special Educational Needs and Disability

SEND – Lancashire's traded service for SEN support (can provide a wide range of specialist services to support Lancashire schools and Children and Young People)

SEN register

A register of pupils with Special Educational Needs and Disabilities for whom the school is making targeted provision.

TA- Teaching Assistant

Cause for Concern Form

Name:	DOB:	Class:	Teacher:	Date:
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		Level/PIVATS
<p>Cognition and Learning</p> <ul style="list-style-type: none"> • <i>Reading</i> • <i>Writing</i> • <i>Maths</i> • <i>General learning skills</i> 		
<p>Speech/Language and Communication</p> <p><input type="checkbox"/> <i>Speaking and listening</i></p>		
<p>Social, Emotional and Mental Health Difficulties</p> <ul style="list-style-type: none"> • <i>Self esteem</i> • <i>Motivation</i> • <i>Attendance</i> • <i>Behavioural</i> • <i>Social interaction</i> 		
<p>Sensory/Physical/Medical</p> <ul style="list-style-type: none"> • <i>Co-ordination, Gross and fine motor skills</i> • <i>Hearing</i> • <i>Vision</i> 		
<p>Independence and Self Help</p> <p><input type="checkbox"/> <i>Organisation</i></p>		

Overview

Particular strengths of the pupil.	
List any strategies already used and how successful.	
How does the child learn best? (E.g. being told, watching etc.)	
Child Views of difficulty.	

Teacher signature	
SENCO signature	