



Clayton Village Primary School Special Educational Needs Policy

This policy is written in line with the SEN code of practice 2014. Further details regarding our provision available at each range is outlined in the local offer along with the descriptors for each area of need.

Mission statement:

At Clayton Village Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum provides opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences.

Aims:

We aim to provide every child with access to an exciting, broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives:

Staff members seek to identify the needs of pupils with SEN as early as possible.

This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

Monitor the progress of all pupils.

To aid the identification of pupils with SEN all children are closely monitored in terms of progress. Data is gathered termly. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.

This will be coordinated by the SENDCo, Inclusion manager and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents

To gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.



Work with and in support of outside agencies

When the pupils' needs cannot be met by the school alone, additional support would be sought from the most appropriate agencies. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS.

Create a school environment where pupils can contribute to their own learning.

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs. Pupil participation is encouraged through school by wider opportunities such as school council, residential trips, school plays and after school clubs.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or 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 they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or

(b) above or would do so if special educational provision was not made for them.

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

Areas of Need

Special Educational Needs are broadly grouped into 4 primary areas, within these areas there are many different descriptors of need and a wide range of provision which may be needed. At Clayton Village Primary School every child is considered as an individual and provision is arranged on this basis. The local offer gives further elaboration.

- Communication & Interaction
- Cognition & Learning
- Behavioral, emotional and social development
- Sensory and physical needs.



Identification and assessment

At Clayton Village Primary School, we identify children with SEN as early as possible, through initial contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage Year. Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life.

There are many forms of assessment teachers may use:

- Baseline materials
- Developmental journals
- Boxall Profile
- Pre Key Stage Standards
- Key stage 1 and 2 SATs
- Termly diagnostic assessments of progress

Additional Support

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. We have adopted the "graduated" approach set out in the SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made. We would consider;

- baseline scores indicating poor early learning skills at the start and end of Foundation Stage.
- ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - the child is working at a level below the national expectation for that Year group
 - the attainment gap between the child and their peers is getting wider.
 - a previous rate of progress is not being maintained.
 - little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- assessments in KS1, and in KS2 showing how far below the national expectations the child is working
- the class teacher's annual assessment profiles showing underachievement in one or more curriculum areas
- low scores in diagnostic testing
- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes.
- self-help skills, social and personal skills inappropriate to the child's chronological age.
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment



- Looked After children, in liaison with Children's Services
- for a child who is new to the school, records from the previous school indicating that additional intervention has been in place
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- other adults concerns eg from medical services, Educational Psychologist, Children Services, Learning Mentor, School staff.

Quality First Teaching within an Inclusive classroom

If a teacher is concerned about some aspect of a child's progress, mental health or well-being, they will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child. If a child is displaying changes in their behaviours, the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems. When a teacher is concerned about a child's physical or mental well-being, they will share their concerns with the Inclusion manager and the staff who have responsibilities for pastoral, medical and child-care issues. Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

Below Age Related Expectations – Additional too and different from support.

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the Inclusion Manager look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress. The teacher will invite parents or carers of the child into school to discuss the concerns, be part of the target setting process and to ask for their support in resolving the problem. Progress towards the targets is discussed at Parent's evenings, or by request at other times through discussions with the class teacher or Inclusion Manager. Additional advice may be sought from external agencies.

SEN Support – Bespoke provision – Assess, Plan, Do, Review.

If a child continues to make inadequate progress the Inclusion manager will ask for additional support from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School Nurse and specialist teachers from the High Incidence Team. With their help strategies suggested will form the basis of future plans. A more formal cycle of Assess Plan Do Review will be initiated;

Together, the class teacher, school, pupil, family and any external specialists continually;

- **Assess** the progress of the child and the effectiveness of any intervention or specific strategy so far. What helps, what doesn't? What is their specific need?



- **Plan** the next steps – how can we move forward and address the need. What is the aim and how could we achieve it?
- **Do** it.
- **Review** the action taken.

At each stage it is possible that there will be a positive impact on the child in terms of meeting their need. At the level of SEN Support parents play a particularly important role. Their permission is essential when asking for specialist help or applying for further SEN funding. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the Inclusion manager.

EHCP

A referral for an EHC assessment will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including: Parents, Teachers, Inclusion manager, Social Care, Health professionals. Information will be gathered in relation to the current provision provided, actions that have been taken and the outcomes of targets. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC plan. Parents have the right to appeal against a decision not to initiate an assessment leading to an EHC Plan.

An EHCP is a legally binding document which sets out the provision the child **must** receive to meet their needs. The LA provides the school with additional funds to cover the costs of this provision. This is used for LSA support and/or specialist teaching and equipment. Assess Plan Do Review cycles are used to set targets regularly as before. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LEA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have a statement when they start in the Foundation Stage class. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school. These children must also have a Care Plan and, if appropriate a Moving and Handling Plan drawn up by the school and specialists either from the LA or the medical services.

Education Health Care Plans are reviewed formally on an annual basis where all parties involved discuss the plan and make necessary amendments.



Involvement of outside agencies

For those children with EHCPs the involvement of outside agencies is specified on the plan. These may include:

- a specialist teacher in the identified area of need
- a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- an Educational Psychologist

Children without additional funding may also receive input from:

- the Educational Psychology Service
- a specialist teacher for sensory impairment, for communication disorders or for physical disabilities
- the Medical services, including CAMHS
- Children's Services (Social Services), especially for Looked After children

Liaison within the school

The Inclusion manager shares information about pupils with SEN with

- class teachers and TAs
- the Senior Management Team
- the member of staff responsible for child protection issues
- the school's Learning Mentor /PP

Monitoring Provision

Every teacher closely tracks the provision made for their children. The SENDCo has responsibility for monitoring the success and impact of provision. Support and provision is recorded on a provision map. Teachers work with the SENDCo to review the effectiveness and the impact of actions taken. All teachers use Cpoms to keep up to date with SEND information.

INSET arrangements

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LEA and Medical Services. The school governors are also informed of courses on disability and SEN issues and are invited to attend.

The Inclusion Manager will regularly attend courses on SEN issues run by the LA. They will also attend school INSET sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect children with SEN.

Links with other schools

The Inclusion manager and the Foundation Stage class teachers arrange visits to the Early Years setting when they are informed of a child with SEN who will be starting school. When a child already has a EHCP, they are usually invited to attend the child's Annual Review held during the summer term in the Early Years setting. At Y6 transition the Inclusion manager provides information on request to the local feeder Secondary Schools about



children with SEN who have chosen to go there. For EHCP pupils the Inclusion manager arranges a meeting with the Inclusion manager from the chosen Secondary School, the class teacher, the parents and the child during the summer term prior to transition.

Partnership with parents

Parents of children with SEN are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's APDR cycle regularly and are invited to review progress towards the targets at the class Parent's Evenings and at regular more informal meetings. The SENDCo provides additional appointments at Parents Evening. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.



Partnership with children

We work closely with our children to ensure they are fully involved in target setting and making plans to support their needs. Our aim is for our children to be able to communicate their next steps and the things they need to help them achieve.

Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENDCO and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN.

Parents may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up an EHCP for the child the parents again have the right to appeal to the SEN Tribunal.



Monitoring the success of the SEN Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress

Evaluating the success of the SEN Policy

The success of the policy will result in the needs of all children with SEN being met by:

- having the systems in place to identify children with SEN as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEN .
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.

Date of Policy – 26.9.22

SENDCo – Emily Needham

Head Teacher of School – Heidi Rahim

SEN Governor –