



## Summerville Primary School Special Educational Needs Policy

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| Date                | September 2015 |
| Review Date         | September 2016 |
| Designated Governor | Michelle Duval |
| Signature           |                |
| Head Teacher        | Joanne Jordan  |
| Signature           |                |
| SENCo               | Jo Forman      |
| Signature           |                |

**AT SUMMERVILLE PRIMARY SCHOOL WE BELIEVE ALL CHILDREN SHOULD BE FULLY INCLUDED IN ALL ASPECTS OF SCHOOL LIFE AND THAT EVERY TEACHER IS A TEACHER OF EVERY CHILD.**

### **Aims and Objectives**

The Governing Body and teaching staff and all stake holders of Summerville Primary School will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the school has been informed or identifies that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.

The staff and governors in the school are aware of the importance of identifying and providing for those children who have special educational needs.

The SENCO will draw up and report annually to governors on the policy and effectiveness of the school's work for children with special educational needs.

The staff will ensure that children with special educational needs join in the activities of the school together with children who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

### **Responsible Persons**

The responsible person for SEN and for the day to day co-ordination is Jo Forman (SENCo)

The Inclusion Manager is David Nightingale

The named governor for SEN is Michelle Duval

### **Admission and Inclusion**

All the teachers in the school are teachers of children with Special Educational Needs. As such Summerville Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. All staff members are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

We believe that:

- Every teacher is a teacher of every child;
- Special educational provision is underpinned by high quality first teaching and is compromised by anything less;
- All children should participate fully in the life of the school;
- Children with Special Educational Needs are afforded the rights as other children. This includes both those children with statements of special educational needs or Education and Health Care Plans and those others with less significant needs. The school will strive to meet the needs of these children wherever possible with the resources it has available and will make any reasonable adjustment necessary to meet these needs.

Our ethos is inclusive and we work in collaboration with families and outside agencies to ensure the best possible outcomes for all our children irrespective of their level of need. Our aims are:

- To identify children with SEN as early as possible and to ensure their needs are met;
- To provide an environment where barriers to learning and participation are reduced to a minimum, therefore encouraging children to feel confident, respected and able to succeed;
- To provide all our children with a broad, balanced and stimulating curriculum that is differentiated to the needs and abilities of the individual;
- To be sympathetic to each child's need by providing a strong partnership between children, parents/careers, school and outside agencies;
- To ensure all pupils take a full and active part in school life.

### **Early Intervention and Identification of need**

Most children enter Summerville Primary School in the Nursery class in the academic year that they turn four. Most children who are in the nursery class receive a reception place at Summerville Primary School which is usually taken by parents.

On entry to the foundation stage baseline assessments are made by staff and any initial concerns are reported to the SENCo. Staff will look in particular for any early

indications that children may suffer or have significant issues with their learning later in their school life. These include issues surrounding speech and language, behavioural issues, emotional difficulties and the acquisition of basic skills.

Any concerns are shared with parents and where necessary the involvement of outside agencies and their advice is sought. External agencies will only become involved once the prior consent of parents / carers has been obtained. The school will work closely with these agencies and parents to implement any intervention in school as required. We involve the child as fully as possible in their learning.

Where a child is admitted to the school mid-year staff will liaise with any previous setting to establish if any needs require meeting or intervention putting in place to provide continuity for the child and families involved.

### **Specialist Provision**

Summerville Primary has an onsite counselling service called the Place2Be. This service provides counselling for children on a 1:1 basis. More information on this service can be sought through [www.theplace2be.org.uk](http://www.theplace2be.org.uk) The school based project manager for The Place2Be at Summerville Primary School is Caren Leigh who can be contacted on 0161 9211286. No child will engage in 1:1 counselling without parental consent being obtained.

The school also provides a number of specialist interventions that allow children to achieve to the best of their ability. These include;

- Fischer Family Trust
- Better Reading Partners
- First Class at Number
- Wild Crew/Wild Things – Therapeutic Interventions
- Learning Mentor / Nurture Groups
- Pyramid Club
- Reading Recovery
- Write Away Together

### **Access to the Curriculum**

The National Curriculum will be made available for all children. Where children have special educational needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

Every child should have:

- Access to a broad and balanced curriculum;
- Quality first teaching where lessons are planned to remove barriers to learning;
- Scaffolded and personalised learning;
- Provision that is additional to or different from that provided for all learners to meet specific needs i.e. bespoke interventions;
- Equality of opportunity;
- Reasonable adjustments to the curriculum as appropriate;

All children and young people are entitled to an education that enables them to:

- Achieve their best;
- Become confident individuals living fulfilling lives; and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The school will make provision for children with special educational needs to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the children's special educational needs, the action taken and the outcomes.

There will be flexible grouping of children so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual children. Teaching styles and flexible groups will reflect this approach. Schemes of work for children, within classes and year groups, will reflect whole school approaches to quality first teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small and achievable steps for children who have marked learning difficulties.

### **Providing a graduated response**

The school offers a differentiated curriculum. When a pupil fails to make adequate progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy skills; presenting persistent emotional and mental health needs; has a sensory or physical need; or additional communication or interaction needs, the class teacher will complete a cause for concern form. This will be reviewed in consultation with the SENCO and then the school will provide support that is additional to and different from the differentiated curriculum and goes beyond quality first teaching.

Adequate progress can include progress which:

- Is similar to that of peers starting from the same baseline;
- Matches or betters the child's previous rate of progress;
- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child.

The school will adopt the Local Authority recommended guidance on placing children at School Intervention Bands A, B and C. The resources allocated to children who do not have a statement or Education Health and Care Plan will be deployed through these intervention bands. Parents will be informed and children will be involved in decisions taken at each of these stages. Where appropriate the school engage in the services of outside agencies which may include; Education Psychology, Speech and Language, Salford Learning Support Services and CAMHS. Following the support provided with bands A B and C; if progress remains inadequate the school may make a referral for statutory assessment to the Local Authority.

Identification of children with Special Educational Needs will be undertaken by all staff with the support of the SENCO and the appropriate records will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Additionally pre and post intervention records will be maintained and a child targets will be reviewed regularly. We will map our provision through our provision mapping tool.

Annual reviews and interim reviews of progress will be conducted for every child who needs it.

### **Liaison**

Parents will always be informed and consent sought when an external agency becomes involved with their child however this will not be necessary if there is a child protection concern where parental consent is not required.

Regular liaison is maintained with the following external agencies for children at 'School Support' and children with Statements of Special Educational Needs or Education and Health Care Plans.

- SEN Support Services
- Educational Psychology Service
- Social Care
- Health Service
- Education Welfare Service
- Starting Life Well
- Connexions
- Child Adolescent Mental Health Service
- Youth Offending Team

The school has links to Buile Hill High School and liaison is maintained particularly with regard to transition issues.

### **Equality Duties**

The new Code of Practice (2014) highlights the duties that schools have in relation to disabled children and young people under the Equality Act 2010.

The specific duties that schools, early year's providers, post-16 institutions and local authorities have towards disabled children and adults are included in the Equality Act 2010 the key elements are as follows:

- They **must not** discriminate against, harass or victimise disabled children and young people;
- They **must** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage.

At Summerville Primary School we are pro-active in meeting our duties under this legislation and our commitment is outlined in our single equality duty and accessibility plan.

### **Medical Needs**

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have Special Educational Needs, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both Special Educational Needs and disability legislation.

The school has paid due regard to the statutory guidance entitled "Supporting Pupils at School with Medical Conditions" (Feb 2014)

### **Arrangements for the Treatment of Complaints**

The school's complaints procedure is available from the school office and at [www.summervilleprimary.co.uk/policies.php](http://www.summervilleprimary.co.uk/policies.php)

In the first instance please contact;

- The class teacher

Should the matter not be resolved please contact;

- Joanne Jordan (Headteacher)

In the unlikely event that the matter is still not resolved please contact in writing;

- Michelle Duval (Chair of Governors)

If you are still not satisfied you may refer your complaint to;

- The Local Authority's Director of Children's services.

### **Staff Development**

In-service training needs related to special educational needs will be identified by the headteacher/SENCO in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund.

- Positive behaviour management training for all staff
- Attachment Friendly School Status – Currently being undertaken
- Emotional Friendly School status – currently being undertaken
- Training for all staff on attachment theory.
- In house bespoke support and training from Special Educational Needs expert and adviser.
- 2x teachers and 2 x LSA's trained in speech and language techniques. (ELKLAN)
- Learning Mentor trained in supporting children with Emotional Needs.
- On-site counselling service with six fully qualified counselling and one in her final year of training.

- Twelve qualified learning support assistants
- Reading Recovery Teacher
- SENCo and Learning mentor trained in completing CAFs
- Learning Support Assistants all professionally trained in the interventions that they deliver (see above)
- Support from Local Authority learning support service.
- Two Assistant Head Teachers are Maths Specialist Subject Teachers

### **Working with Parents**

The school will actively seek the involvement of parents in the education of their child. It is recognised that it is particularly important with children who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the New Code of Practice (2014) Communications between the parent and the school will be consistently maintained.

### **The voice of the child**

The school will work to ensure that child is fully aware of their individual needs and targets. Steps will be taken to involve children in decisions about their education and their views about what they need to help them learn and progress.

### **Related Policies**

- Admissions Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Single Equality Duty
- Accessibility Plan
- Managing Medicines Policy

These policies can be accessed via the school website.