



Summerville
Primary School

SEN Policy

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A definition of SEN

'A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or post 16 institutions'

The SEND Code of Practice: 0-25 years (2015)

A definition of disability

'A disability is defined as a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal or day to day activities.'

Equality Act (2010)

Areas of SEN

The SEN Code of Practice 0-25 yrs (2015) sets out four key areas of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These difficulties can be in isolation or be complex – having needs in two or more of the above areas.

This policy aims to address the needs of these pupils.

Although there are acknowledged links (in some circumstances) with pupils who have English as an additional language (EAL), this is a separate area of provision and is accordingly addresses through a separate policy. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

At Summerville Primary School we assess individual progress so that we know precisely where children are in their learning development. To ensure we maximise progress of pupils with SEN we:

- Place high importance on parental involvement around children's needs
- Set challenging, yet achievable targets that stretch children's learning. We record these in individual education plans (IEP's).
- Track progress of pupils and discuss this and progress in relation to targets set, within the context of termly pupil progress meetings.
- Monitor and review provision that is additional and different to the main class teaching half termly.

In practical situations in everyday settings, the best early years settings and colleges do what is necessary to enable children and young people to achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or a young person or special educational provision for a child or young person with SEN.

(The SEND Code of Practice 0-25 yrs: 1.34:2015)

Our School in Context

Our school is set in an area which is one of high economic disadvantage, this is reflected in the higher than National number of pupils eligible for free school meals. Within the school there are a significant number of children from ethnic minority backgrounds and there is also a very high number of children leaving or joining the school during the school year.

The number of children currently on the school SEN list is significantly above the National average. The severity of need is high and as a school we continually seek advice from outside agencies as swiftly as possible to enable us to meet children's needs. However the high number of pupils with severe and complex needs impacts on the time this can take despite school, buying in, half a day a week of Educational Psychology time.

The Governing Body

The governing body at Summerville Primary School aim to ensure that the needs of students are met and that the provision made for pupils with SEND, both with and without educational health and care plans, are adequate and secure. The governor with responsibility for SEN, Michelle Duvall works closely with the head teacher and SENCO to

review provision and together with the head teacher and SENCO ensure that an SEN information report is published annually. This includes ensuring that children's medical conditions and or physical impairments are properly understood, in consultation with health and social care professionals, pupils and parents so that they are effectively supported to ensure full access to education, including school trips and physical education.

The class teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop Individual Education / Learning Plans for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the Individual Education / Learning Plan targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

Special Educational Needs and Disability Co-ordinators (SENDCO)

- Provision for SEND in our school is a matter for the school as a whole. Though class teachers are responsible for the progress of all children in their class including children with SEND, governing body, head teacher, SENDCOs and all other members of staff have important day to day responsibilities teaching SEN children.
- There are two SENDCO's within school, Ms J Forman in the main school and Ms K Jones in the schools social, emotional and mental health provision, 'The Nest'. Although they have individual responsibilities in relation to SEN and inclusion they also work closely together in these areas.

The SENDCO's responsibilities are:

- Overseeing the day to day operation of schools SEN policy
- Coordinating provision for children with special educational needs in line with the SLT (senior leadership team)
- Liaising with /advising other staff in service training of staff around all aspects of SEN.
- Coordinating the work of Salford Learning support and Learning support assistants (LSA's) working with children who have educational, health and care plans (EHCP's) and LSA's delivering support to children who are recognised as having SEND needs and who receive support within the school.

- Overseeing the records of all children with special educational needs
- Liaising with outside agencies, including educational psychology, clinical psychology, Learning Support, Health services including, school nurses, health visitors, Paediatricians, physiotherapists CAMH's, speech therapy and occupational health. This also includes family support, the LA consultation team for SEN and voluntary bodies.
- Ongoing assessment of children with SEN
- Liaising with parents

Admission Arrangements

- Pupils with SEN and /or a disability are admitted to Summerville Primary School according to the same criteria as other pupils, provided that admission is compatible with:
 - the provision of efficient education for the children with whom he or she will be educated
 - the efficient use of resources
- Children attending the 8 place schools social, emotional and mental health enhanced provision (the Nest) are awarded places by the LA. Only children with EHCP's are offered places in the Nest.
- The head teacher, deputy head teacher, assistant head teacher, main school SENDCO and the resources provision SENDCO work together to ensure successful integration of pupils with special educational needs.
- Where a child has SEN and/or a disability which will significantly impact their ability to access educational opportunities to the extent of their physical aspects of peers, a transition meeting is planned to discuss the child's needs and consider what adaptations to the curriculum and/or the classroom are needed.
- Where a child has SEN and/or a medical condition a meeting is planned to discuss the child's needs and a medical plan will be drawn up to ensure the child's needs are met.

Medical needs

If a child has SEN and a medical condition or significant medical needs, a meeting is planned with parents, school staff and health care professionals, to ensure school properly understands the child's medical condition so that the child's medical needs can be met. An individual Medical Care plan will be completed and reviewed regularly. School will ensure sufficient and suitable training for staff to achieve the necessary level of competency to support the child's needs.

* see medical needs policy

Special Facilities

At Summerville we are committed to the integration and inclusion of pupils with a wide range of needs, and their involvement in the whole life of the school, in line with our Equal Opportunities Policy. We are committed to making all reasonable adjustments in

anticipation of any children we may admit. We have a disabled access toilet providing adequate space for a wheel chair. This also has accessible lighting controls, handrails, low access sink and dryer to enable children to be as independent as possible. We also have showering facilities. School can be accessed by steps at the front entrance and a ramp is available to the side of the school.

*Please see the school's accessibility plan and the school's health and safety plan

Identification, assessment and provision for all pupils with SEN

Early Identification

At Summerville we believe that all children are entitled to have their needs identified, assessed and addressed at the earliest possible stage.

If the school is aware that a child has SEND before they enter school, every effort is made to liaise with prior settings, other agencies and most importantly the parents as early as possible. This enables school to develop an individual learning plan; we aim to provide additional support where necessary and practicable.

If a child is identified as having SEND during their time being educated at Summerville, the school will endeavour to:

- Use information from the child's school/ nurse to provide starting points for the development of an appropriate Curriculum for the child.
- Identify the child's strengths and note any areas for early action to support them within the class.
- Use school assessment material to allow the child to demonstrate what they know, can do and understand, as well as to identify any learning difficulties.
- Ensure that observation and ongoing assessment provide regular feedback to teachers, parents about the child's achievements and experiences and that these form the basis for planning the next steps in learning.
- Listen and respond to parents' concerns and value and respond to any information that parents and children share with us
- Involve parents in a joint home / school approach to meeting the child's needs.

Additional Resources

Additional resources kept in the SENCO's office and in the nest and are available for children/ teachers. In addition the school has recordable devices, timers, sensory toys, laptops and iPads for use by pupils within the classrooms. The school works closely with Salford

Learning Support Service. We make use of the LSS SEN equipment loan service to provide additional ICT resources, as and when needed to help children with severe and complex Needs.

Graduated Response to Learning Difficulties

We aim to offer a graduated response to additional needs following a plan, do, review cycle. Parental input and support are important to ensure that the individual child has the best opportunities for success. Close liaison between parents and school will ensure that everyone involved in the individual child's education are able to offer the most appropriate learning opportunities for the child through a holistic approach.

The aim for every child is for them to make adequate progress no matter what their starting point or the complexities of their needs.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Close the attainment gap between the child and their peers.
- prevents the attainment gap growing wider
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches but betters the child's previous rate of progress
- ensures access to the full curriculum

Children with Social, emotional and mental health difficulties

At Summerville Primary School we work hard to ensure that our behaviour system is fair, however we do realise that some children can present with challenging behaviour for a variety of reasons.

We strive to quickly identify children who have difficulties with behaviour. Children are initially supported through positive praise / reward charts to highlight positive choices they make on a day to day basis/ hour by hour basis. School liaise with parents and record the child as having additional needs. We believe that with early intervention and firm consistent boundaries children can achieve. Individual targets may be set through individual plan focusing on supporting the child to achieve small steps in behaviour and improvement. All behaviour plans that are written are underpinned by the values, aims, rights and responsibilities that form this policy. We recognise that whilst the aim is to follow the systems for all children, it may be necessary to consider how these systems and routines can be adapted for children with SEND on an individual basis.

Examples of such behaviours include violence towards other children and or staff, self-harming behaviours, actions performed with reckless disregard for safety and deliberate damage to property. Whenever foreseeable that a child might require a restrictive physical intervention, a risk assessment and positive handling plan should be carried out which identifies the benefits and risks associated with the application of different intervention techniques with a child. Assessing and managing risk is central to the process of deciding whether to use physical force and ensuring that it is **necessary, reasonable and proportionate** to the circumstances. Where it is known that a child is likely to present severe behaviour difficulties, a formal assessment of the risks involved will assist team teach trained staff in judging the benefits and risks of the proposed intervention for staff, the child concerned and others. The risk assessment must be undertaken by a competent trained person who has sufficient knowledge about the child and his /her behaviour to enable them to make objective decisions on the appropriate control measures to utilise, In the event that risks are thought to be serious for the child and others, a written assessment of the risks and the considered control measures, which may be required in order to reduce the risk of the child and others should be made. At Summerville Primary School we follow the guidance and policy written by Salford Local Safeguarding Board- Positive behaviour Support Policy.

This policy can be found on the Salford LSCB website

<http://www.partnersinsalford.org/sscb/documents/Safemanagementin challengingbehaviour.pdf>

Our enhanced Provision: The Nest

Summerville Primary School has a small enhance provision for children with Social, emotional and mental health difficulties. This small unit with a high ratio of teachers to children is attached to the school and provides a nurturing environment for up to 8 Key Stage 2 pupils. Places are awarded by the Local Authority to children with EHCP's. Children within the Unit are supported to integrate (when appropriate) with classes through the school with a view to integrating them back into mainstream full time.

Place 2Be

At Summerville Primary School children with emotional, social and mental health difficulties have access to a school counsellor and play therapy with our Place2Be service. Children can also self-refer themselves to 'place to talk' at break or lunchtimes if they have any worries and want to spend time with the school counsellor. A separate counsellor is also available to parents who need support.

Nurture Groups

Scholl learning mentors: Mandy Gilluley and Debbie King offer additional Nurture afternoon in the Nest for children with social emotional and mental health difficulties.

Autistic Friendly school.

We are currently working toward becoming an Autistic Friendly School. Staff have undertaken training and work closely with outside agencies to meet the needs of children who experience difficulties in this area.

CAMHS Pilot School

We are currently part Salford school CAMHS pilot and have benefitted from additional training around Social, emotional and mental health difficulties. The school also has an ireach practitioner, employed by CAMHS who visits the school to undertake programmes of work with children who are experiencing low to moderate mental health difficulties.

Emotionally Friendly School

All staff have undertaken a significant amount of attachment training and as a school we are working towards becoming an Emotionally Friendly School.

CONCERNS ABOUT A PUPIL

Initially a class teacher, other member of staff, parent or outside agency may express concern about an individual child. At this point the SENDCO is informed of the reasons for concern. After discussion with the school SENDCO the class teacher approaches parents about the concerns raised. Parents of the child concerned are asked for their opinions and any additional information that they can offer. At this point a the child is recorded as cause for concern and the class teacher continues to meet the child's needs within the classroom setting, differentiating learning activities and making use of differentiated resources as needed. Children will often be included in a small support group to undertake interventions focusing on specific targets alongside other children with similar needs. It is the class teacher's responsibility to keep records of any additional interventions undertaken to support the child.

If the concern is around the child's behaviour a behaviour log on CPoms (on line secure behaviour records) will be completed giving details of any significant incidents. The SENDCO and senior leaders have access to these records. The child continues to be monitored.

NEXT STEP

If the child makes good progress, the class teacher and SENDCO may decide to remove him/her from the cause for concern school list.

For some children it is necessary to gain additional advice and support from professional outside of school. This advice and support will be implemented within school, as much as possible to impact progress.

Where additional support is in place from an outside agency the child is placed on the schools SEND list. It is the responsibility of the child's class teacher (supported by the SENDCO as needed) to meet with parents to ensure they understand the concerns and that their thoughts and opinions are taken into account. When a child is recorded as SEND, details relating to their needs will be recorded on the school 'SIMS' system.

SPECIAL EDUCATIONAL NEEDS

For many children with SEND an individual learning plan (IEP) is written taking into account the strategies and targets suggested by outside agencies. It the responsibility of the class teacher to share these targets with parents and pupils. The pupil's individual learning plan will be reviewed on a half termly basis.

Children may continue to receive small group support, both within the classroom and outside the classroom when appropriate. Withdrawn support may take place for literacy, maths, speech and language, social interaction and emotional and behavioural support. Often children require highly targeted 1:1 teaching to implement strategies and individual learning programmes suggested by outside agencies such as speech therapy or OT.

As previously, the responsibility for overall progress remains with the class teacher and it is there responsibility to continue to differentiate within the classroom to meet the child's needs, in addition to withdrawn support. The class teacher and LSA will work closely together to try and meet the child's needs. Withdrawal sessions will be carefully monitored to try and ensure that the child does not miss out on important or enjoyable aspects of the curriculum. The practitioner working with the child will keep clear records of the intervention and share outcomes of sessions with the class teacher through brief discussion.

More comprehensive assessments may be undertaken towards the end of an intervention to show details of progress. Parent will be kept informed of the details of their child's support and progress made. Their contributions to support at home and opinions with regard to progress will be sought informally by the class teacher.

NEXT STEP

The purpose of supporting and monitoring a child's additional needs is to ensure that they fulfil their individual potential. It may be necessary for school to seek further support from outside agencies in meeting a child's individual needs. This is usually because a more specialised opinion is needed in creating the best learning opportunities for a child or because the child may have a condition or disability that has as yet gone undiagnosed. Referrals may simply result in expert advice, more detailed assessments and or more in-depth support. Depending on the child's needs they may be referred to one of the following agencies:

- Educational Psychology
- Clinical psychology
- Speech and Language Therapy
- Health Team, including school Nurses and health visitors (if child is under 5 yrs)
- Consultant Community Paediatrician
- Salford Learning Support Service. Cognition and Learning (including Speech Language and Communication Needs, dyslexia, dyscalculia, Moderate Learning Difficulties, Irlen and physical disabilities ,Autistic Spectrum Conditions, Hearing Impairment, Visual Impairment.
- Physiotherapy and occupational therapy team.
- Pupil partnership Centre.

In all circumstances parental views will be sought and as a school we aim to deal sensitively when sharing our thoughts with parents whilst remaining honest about our concerns. In addition, it may be that a parent asks school to support a referral to an outside agency or an outside agency requests that school make an additional referral for a child. Referrals will be prioritised on a needs basis and school will take the lead in prioritising these as we have the overall picture of the needs levels in school. This does not take away from parental choice and parents continue to be free to seek referrals through medical channels.

When a child is receiving additional input from an outside agency it is vital that information is shared between parents, school and the outside agency. This will ensure that all concerned can work together to meet the child's needs. When this includes liaison with medical staff and medical appointments such as CAMHS, the parent MUST take the lead in ensuring the class teacher/SENCO has timely up to date information. It is really helpful for parents of children with outside agency involvement to bring in health letters, assessments and reports regarding their child so that information can easily be shared more consistently and easily.

REFERRAL FOR AN EDUCATION HEALTH AND CARE PLAN

It may be necessary, for a small percentage of pupils, to request an education, health and care plan. This is necessary when a child's needs are severe and complex. An education health and care plan can be requested by parents, school or other professionals working with the child or young person, such as medical staff. We aim that children will start school with EHCP's already in place. However, there will be circumstances where a request will need to be made once a child has started formal education and their difficulties become more apparent.

Should a request be made for an education health care plan, parents will be supported in completing 'My Story.' This gives detailed information about their child including their needs and gives parents and the child the opportunity to tell their story once rather than needing to repeat it many times to different professionals.

If school feel that it is appropriate to make an EHCP request the school will involve the Educational Psychologist if this has not already taken place. The SENDCO will then complete the appropriate form with support for the child's class teacher. This will then be forwarded to the Local Authority together with the child's My Story. The school will provide detailed advice about the child and will attach all appropriate assessments, reports and information regarding the child including information from outside agencies who have been involved with the child.

The LA may decide when looking at all the evidence that there is no need for assessment and that the child's SEN needs can be met within the school with continued targeted support and differentiation etc. If 'No to assess' is decided by the LA, the school will have a period of at least 6 months prior to requesting an EHCP again if this then felt necessary.

If the LA consider the child's needs warrant an assessment support in school will continue as before whilst the assessment process, involving all outside agencies who are involved with the child, takes place.

NEXT STEP

If a child is given an EHCP their needs will be reviewed annually (bi-annually if under 5) to update the targets and ensure that the EHCP is still appropriate to their needs. It may be decided at the point of review to continue the EHCP as written, adapt the EHCP as it no longer meets the child's needs or it may be decided that the EHCP is no longer needed and a 'cease of EHCP' will be requested. Separate guidance is available in leaflets from the local authority and at <https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/education-health-and-care-plans/>

COMPLAINTS

If you want to complain about your child's SEN support, you should do so whilst your child still attends the school. This includes complaints regarding the e your child receives that is required by your child's EHCP. Please speak to our special educational needs coordinator (Jo Forman/ main school or Kay Jones / The Nest provision) about your complaint. If you do not feel your complaint has been resolved, you should follow our school's complaint's procedure.

CONFIDENTIALITY AND DATA PROTECTION

All information SEND information relating to children, including Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child. *see our Data Protection and confidentiality policy for more information. If you have any questions about this policy please contact the SENCO or head teacher.

SEN SUPPORT PROVISION

The head teacher decides the placement of SEN support staff in consultation with the school leadership team. During the year, SEN support staffs timetables may be altered to best meet the needs of the children with SEND. Though we appreciate that change is difficult for some children and we aim to minimise any unnecessary changes in staffing, unfortunately it is sometimes unavoidable. The SENCO is available to support SEN support staff as necessary as are the class teachers and curriculum leaders including the assistant head teacher: Cath Tierney and Deputy head teacher: Isobel Lucas.

STAFFING AND PARTNERSHIPS WITH BODIES BEYOND THE SCHOOL.

Together with the senior leadership team the SENCO is responsible for ensuring that staff are provided with training around SEN matters at staff meetings as appropriate.

OUTSIDE AGENCIES

The school receives support and advice from Salford Children's Services (Local Authority.) Visits from Senior Educational Psychologist take place half a day a week. At the beginning of each half term The SENCO and Educational Psychologist discuss pupils and prioritise for the half term.

At Summerville we also have good links with Speech and Language therapists,, the school nursing team and health visitor team, paediatricians, a generic consultant from the learning support service, a CAMHS practitioner linked to the CAMHS school pilot , The Primary

Inclusion Team based at Alderbrook. There are also further links with other health and social service professionals.

The school also uses the Family Assessment Framework FAF- (previously referred to as a CAF) a Team around the Child model (TAC) to support families and children who wish to engage in additional support. This gives the school a holistic view of the child and their family, therefore enabling school to request appropriate support from relevant services both within school and from agencies out of the school setting. The services school may access through this are the Health Team, Salford Families, FAF Team, Children's Services, Drug and Alcohol Rehabilitation Team, Gaddam Centre, Salix Homes and other housing associations, Triple P Parenting Support and Webster Stratton.

School follows the Child Protection Policy with regards to safeguarding and protection of all children. It states, "The school recognises that it has a specific duty to safeguard and protect children from abuse as defined in the children's Act 2004 and the Education Act 2002. The overall intention and purpose behind the school's child protection policy is underpinned by the fundamental principle of the Children's Act 1989:

"The welfare of the child is paramount"

Dept. for Schools, Families and Children's Services (DCFS; 1989)

Transition

The school recognises the importance of close contact with other schools and Nurseries as pupils move between the stages of education or move home either within or outside the authority. The SENDCO will make every attempt with the SENDCO at the child's new school to discuss SEN records prior to a child moving from or to the school. SEN records are sent on to the appropriate school at the earliest opportunity along with other school records. A formal transition review will be held for children with an EHCP in year 5 or 6 and the high school that they are interested in attending will also be invited. At Summerville we have built close links with local High schools and ensure that appropriate additional transition plans are put in place to support children with SEND as required.

Parents

Parents have a vital role in the identification of and support for SEND pupils. Every effort is made to work in partnership with parents at every stage. The SENDCO is happy to meet with parents on request to discuss their child's SEND.

Government Documentation related to this policy:

The SEND Code of Practice: 0-25 years (2015)

Working Together to Safeguard children (2013)

The children's Act 1989 Guidance and Regulation Volume 2 (Care Planning Placement and Case Review)

Equality Act (2010 Advice for schools)

Reasonable Adjustments for Disabled Pupils (2012)

Supporting Pupils at School with Medical Conditions (2014)

The mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)