PENDRAGON COMMUNITY PRIMARY SCHOOL

Policy on Assessment of and Provisions for Pupils with Special Educational Needs and Disabilities

Lead person: SENCO

Agreed staff: July 2015

Agreed (Governors)

Review: July 2018

Part 1: Principles

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

This policy has been created in consultation with staff of Pendragon Primary School during the year 2014 -15; consultation with Governors and parents will take place in Autumn 2015.

It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, and the Accessibility Plan. It is an essential part of all curriculum policies.

Definitions

Pendragon Primary School identifies pupils as having Special Educational Needs (SEN) if they meet the definition as set out in the SEN Code of Practice (DfE, July 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 him or her.
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> A child of compulsory school age or a young person has a learning difficulty or 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A disability as defined under the Equality Act 2010 is: "a physical or mental impairment which has a long term and substantial adverse effect on (the pupil's) ability to carry out normal day-to-day activities".

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age.

Guiding principles
At Pendragon Primary School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.
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All pupils 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.

Objectives
At Pendragon Community Primary School we aim to:
- give children with SEN full access to a broad, balanced and relevant curriculum;
- ensure that all professionals involved with children with SEN have appropriate levels of training and work together in the best interests of the child;
- work in close partnership with parents;
- take into account the views of children with SEN and involve them in planning their education;
- ensure that children with SEN are identified early and monitored closely;
- monitor and review provision for and progress of children with SEN closely, ensuring that the school's resources are deployed effectively.

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs Coordinator (SENco) in conjunction with the SEN Representative from the Governing Body using the criteria listed elsewhere. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for Education, Health and Care Plans, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

The arrangements that have been made for coordinating the provision of education for pupils with SEN at the school.

The school's provision for pupils with SEN will be coordinated by Mrs Wendy Wray (the SENco for the school).

The SENco has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. At Pendragon Primary School the SENco is part of the school leadership team.

The SENco has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care Plans (EHCP).

The SENco provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENco is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENco are:
- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for children with SEN;
- liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- advising a on the graduated approach to providing SEN support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEN;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- keeping the SEND School Information Report up-to-date on the school's website;
- ensuring that the school keeps the records of all pupils with SEN up to date.

Admissions and Inclusion

The school admits pupils with already identified SEN, as well as identifying and providing for pupils not previously identified as having SEN. The admission arrangements for pupils with SEN who do not have an EHCP are the same as for the school as a whole.

The school is designed with access for disabled pupils in mind, and ensures that disabled pupils are not placed at a substantial disadvantage compared to other pupils who are not disabled. Provision will be made at the earliest opportunity to make any necessary adaptations. (Please see the Accessibility Plan for further details).

The school seeks to promote inclusion through:

- a broad and balanced curriculum for all pupils
- an inclusive ethos
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

Definitions of SEN
There are four broad areas of special educational need:

1. *Communication and Interaction*

This includes children who have speech and language delay, impairments or disorders which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others, and children with social communication difficulties or a diagnosis within the autistic spectrum.

2. *Cognition and Learning*

This includes children who learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

3. *Social, Mental and Emotional Health*

This includes children who have difficulty in managing their relationships with other people, are withdrawn, or behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

4. *Sensory and/or Physical Needs*

This includes children who have visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Children must not be regarded as having SEN solely because of the language or form of language of their home is different from the language in which they will be taught. Children with poor behaviour, looked after children, poor attendees or those with medical need will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

Part 2: Practice

Please see also the SEND School Information Report on the school's website.

How pupils with special educational needs are identified and their needs determined and reviewed.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where concerns are raised about a child's progress, the class teacher, SENco and parents will collaborate on identifying needs and planning appropriate support for individual pupils.

Initial identification may be made through:

· Liaison with Pre-School settings or previous schools;
· Assessment data showing the child is performing significantly below age-related expectations, or is failing to progress;
· Concerns raised by parents / carers;
· Concerns raised by teachers or other adults working in school;
· Liaison with outside agencies.

Following concerns being raised, the class teacher will review the available evidence, consult with parents / carers and the child, carry out further assessments as necessary and liaise with the SENco.

High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEN. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered. Interventions are planned and reviewed on a termly basis within each team, and a Provision Map is drawn up identifying group and individual support.

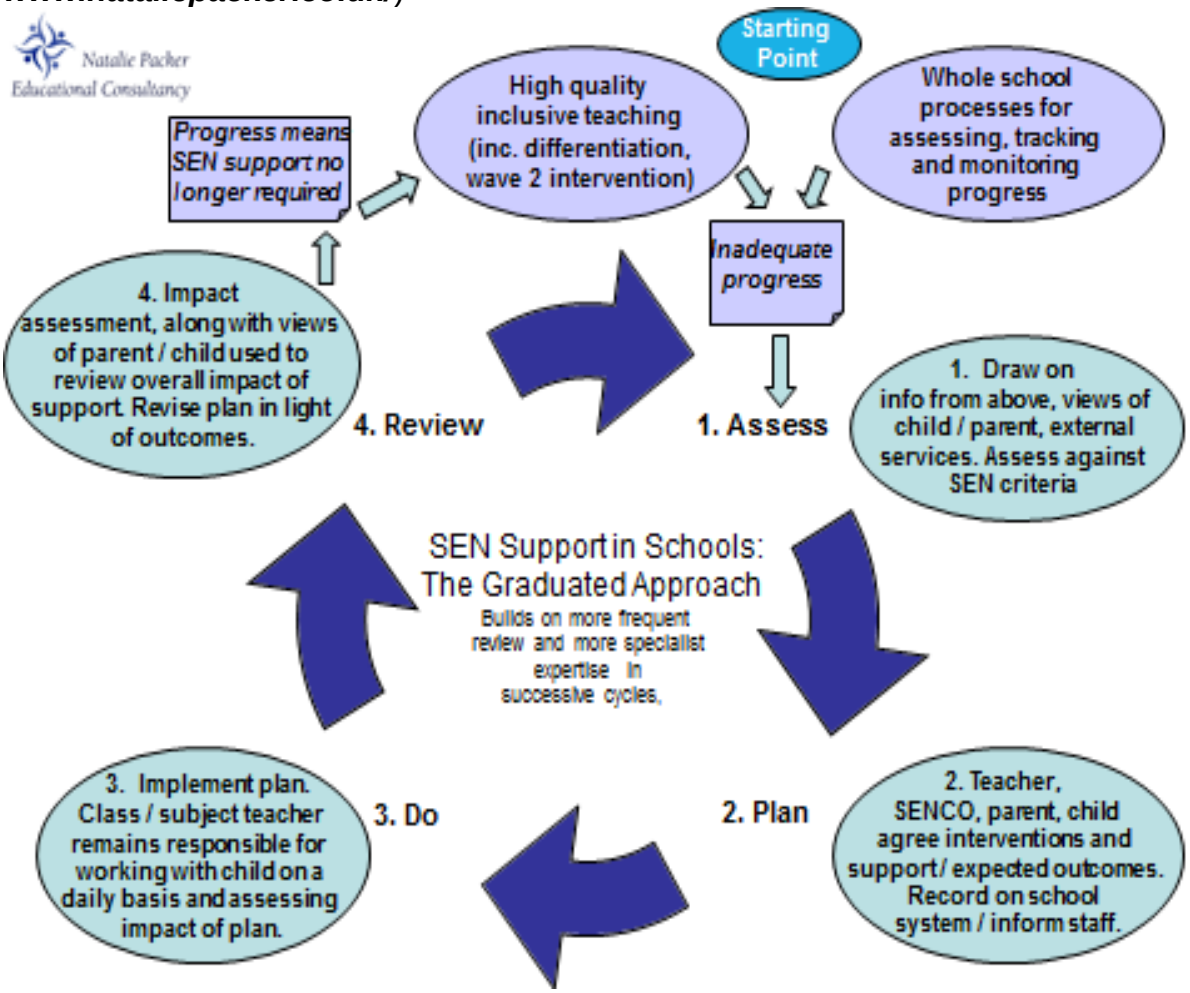
Where concerns continue despite strategies identified above, an Individual Education Plan will be put in place. Targets and appropriate strategies and interventions will be identified in line with the Assess – Plan – Do – Review process outlined below; in addition support that parents can provide will be identified. The IEP will be reviewed at least termly with parents and the pupil; these meetings may sometimes be part of Parent Consultation meetings held for all children.
At this stage support is devised and delivered by school staff using formative assessments and early assessment materials and is known as *School Support*.

Where a child continues to have difficulties, despite quality support, advice is sought from external services. This stage is known as *Specialist Support* and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. In order to access this support, a Common Assessment Framework (CAF) form is completed by the SENco and parents together. The SENco liaises with outside agencies, and ensures that reports are shared with all relevant members of staff.

In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care Plan, which will be drawn up in consultation with parents, child and services. Once a pupil has an EHCP naming Pendragon Primary School, the Head teacher will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

The Assess – Plan – Do – Review model

In line with the 2014 Code of Practice requirements the school will deliver a **Graduated Response Model** as described in the diagram below for pupils identified as having SEN: (with thanks to Natalie Packer, ***Natalie Packer Educational Consultancy www.nataliepacker.co.uk/***)



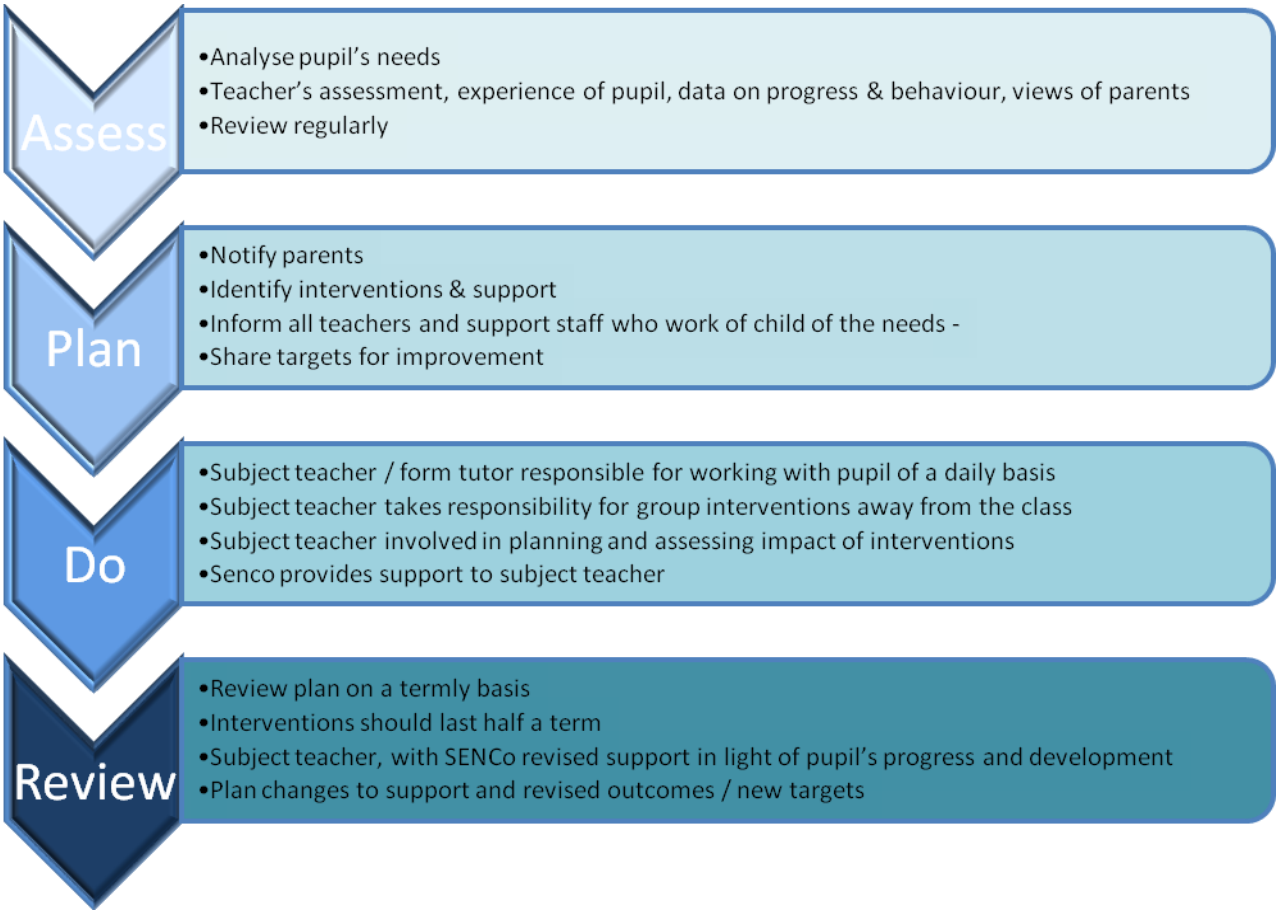
The class teacher, in collaboration with the SENco, has responsibility for ensuring all steps in the Graduated Response are followed.

It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the pupil and parents a plan will be drawn to achieve the agreed outcomes through support and intervention arrangements. The Graduated Response plan will ensure that:

- External agencies will be contacted and will see existing records and carry out their own assessments
- SENCO/teacher/ will consider a range of approaches/materials including ICT
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets (including for older pupils, and young people, targets around preparing for adulthood).
- Progress towards these outcomes will be tracked and reviewed termly through a 4 step model, and will be repeated as many times as is necessary. (See model below)



Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- giving parents and carers opportunities to play an active and valued role in their child's education;
- working effectively with all other agencies supporting children and their parents;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for the child;
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision;
- making parents and carers aware of the Parent Partnership services.

Involvement of Pupils
We recognise that all pupils have the right to be involved in making decisions and exercising choice. All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEN are invited to participate in:

- Individual Education Plan reviews and setting of IEP targets
- Working with learning and behaviour mentors where necessary
- Annual reviews

Transition
At Pendragon Primary School we have an Open Evening during the summer term, to which parents are invited, enabling them to meet the new teacher and discuss any concerns. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to secondary school will have a planned transition programme. The SENco from Swavesey Village College is invited to review meetings in Year 6, and additional visits to the college are arranged as appropriate.

Children entering Foundation Stage visit the school on a number of occasions prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre –school providers involve the SENco and class teacher in pre-school meetings for children causing concern.

National Tests
Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENCO will make the necessary arrangements in line with statutory guidance.

Managing Medical Conditions
The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Pendragon Primary School, we support children, where possible, with medical conditions. An Individual Health Care Plan is drawn up for the child, and staff training arranged as necessary.

Training and Resources

Training needs are identified by staff themselves or by SENco to meet the needs of children in school or those known to be coming into school.
All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures, including discussion of the needs of individual pupils.
The SENCO regularly attends LA briefings to keep up to date with local and national developments and to share best practice.

The Role of the Governing Body
The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at Pendragon Primary School. All governors understand their duty of care. The governing body must publish information on their websites about the implementation of the school's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The designated Governor for SEND has responsibility to:

- assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities;
- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all;
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children;
- be aware of the implementation and effectiveness of the school's policy by monitoring for example:

- The existence of accurate and up to date record keeping, including achievements;
- Feedback from pupils, parents and staff;
- The standards and progress of pupils with SEND;
- Awareness of the nature of needs and the demands these make;

The SEND Governor at Pendragon Primary School is Mrs Sophie Jackson

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school's procedures as set out on the school's website and in the prospectus.

This policy can be accessed through the school website (www.Pendragon-primary-school.cambs.sch.uk) or as paper copy, if requested, from the school office.