



CROXTETH COMMUNITY PRIMARY SCHOOL

Special Educational Needs & Disability (SEND)
Policy

Reviewed and updated
November 2017

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs & Disability Regulations 2014
- Special Educational Needs Code of Practice 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with staff and parents of pupils with SEND. It was a co-produced policy in the spirit of current reform (2014)

The SENCOs at Croxteth Primary School are **Mrs. D. McNally and Mrs S Wood**

They hold the National Award for SEN Coordination

They can be contacted directly at the school on **0151 546 3140** or via Email at.. **croxtethp-ao@croxteth-pri.liverpool.sch.uk**

This policy was revised and updated in November 2017 and will be reviewed in November 2018

Introduction

Croxteth Community Primary School is committed to providing an appropriate and high quality education for all our pupils regardless of gender, race, age, ethnicity, attainment, disability or background.

We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life

Children may have special educational needs either throughout, or at any time during their school career. We will ensure that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. We are committed to early identification of any additional needs and work closely alongside outside agencies and with parents/carers.

Aims and objectives of Croxteth Primary School in relation to SEND provision

- To create an ethos and educational environment that is person centred and has the views and needs of the child at its heart along with their families/carers
- To encourage strong focus on high aspirations and on improving outcomes for children with SEN
- To reflect the new Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or special staff.(p86, para 6.33) Every teacher is a teacher of every child including those with special educational needs or disabilities
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and /or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress
- To work effectively in collaboration with children, parents/carers and outside agencies
- To encourage and engage the participation of children and parents in the decision making and in the planning and review of outcomes with regard to their provision
- To clearly identify the roles and responsibilities of school staff in providing an appropriate education for pupils with special educational needs and/or disabilities

- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities

How pupils with SEN are identified within Croxteth Primary School

- We recognise the definition of SEN as stated in the Code of Practice 2015:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”

- The school reflects what the Code of Practice states (p88 6.37) in that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as “SEN support”
- The four broad areas identified within the SEN Code of Practice 2015 (p86) are “Communication and Interaction”, “Cognition and Learning”, “Social, Emotional and Mental Health difficulties” and “Sensory and/or Physical needs” and children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school’s provision
- The purpose of identification is to work out what action the school needs to take. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child
- Although the SENCO has overall responsibility for the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process as part of our collective responsibility and collaborative approach
- Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning
- At Croxteth primary school we use a number of indicators to identify pupils’ special educational needs, such as;
 - Classroom observations, close analysis of data including EYFSP, termly and yearly assessments, reading ages, NVR assessments, annual pupil assessments and Boxall Profiles
 - Any teacher or support staff concerns
 - Following up parental concerns
 - Tracking individual pupil progress over time
 - Liaison with feeder schools on transfer

- Information from previous schools and/or information from other services
- Very close liaison at the outset with EYFS staff and the SENCO and parents

What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children in receipt of pupil premium or pupil premium plus
- CLA (Children Looked After)
- Being a child of servicemen/women
- EAL (English as an additional language)

Croxtheth Primary School teaches pupils with special educational needs using a Graduated Approach. We use the "Assess, Plan, Do, Review" model

- Differentiated quality first teaching is a priority for all pupils in the school including those with SEN
- Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place.
- The SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do, Review)
- We continually monitor children's progress and meet with parents/carers to gain their views. Parent concerns are actively listened to, recorded and acted upon as necessary

How Croxtheth Primary School adapts the curriculum and the learning environment for pupils with special educational needs

- The DDA, as amended by the SEN and Disability act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on the school's website

- The school is proactive in removing barriers to learning. We have a qualified member of staff trained to deliver Dyslexia support programmes, and Dyslexia friendly practices are adopted throughout the school. We have a nurture room staffed by 2 full time nurture network trained key workers and our 4D immersive learning room, garden room and forest school provide sensory stimulation and high quality sensory learning environments. We also have sound absorbing panels and carpeted areas to reduce noise levels for children with sensory impairments.
- The access to the physical environment of the school is fully DDA compliant and provides access in the form of ramps, parking and disabled toilet and washing facilities
- All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
 - Understand the relevance and purpose of learning activities
 - Experience levels of understanding and rates of progress that bring feelings of success and achievement

At Croxteth primary school staff use a range of strategies to meet children's special educational needs. All teachers use prior learning and understanding as a starting point in planning effective outcomes for all children in their classes. Work is differentiated appropriately and assessment used to inform the next stage of learning.

How Croxteth Primary School manages the needs of pupils who qualify for SEN support

- In many cases our pupil's needs are effectively met within school. The way this is done is via our School's Local Offer which is published and can be seen on the school's website and the Liverpool Family Services Directory
- Where a pupil continues to make "less than expected" progress despite evidence based support matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies. Parents/carers will always be informed and involved in the decision to access the advice of a specialist and their consent will be required formally by agencies. (except in child protection cases where a child is deemed to be at risk). These agencies may include:
 - Speech and Language Therapy
 - Educational Psychologist

- Physiotherapist
- CAMHS (Child and Adolescent Mental Health Services)etc.,
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's " Responding to Need Guidance and levels of Need Framework" that an EHAT (Early Help Assessment Tool) is appropriate
- Where, despite our school having taken all relevant and purposeful action to identify, assess and meet the need of the child, they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN support

How Croxteth Primary School works with parents and carers

- At Croxteth Primary school we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide
- Our school has an open door policy where parents are encouraged to communicate openly with the school should they have any concerns regarding their child. Our Pastoral Care Manager is always on hand at our school gate and we hold coffee mornings on a weekly basis where concerns can be shared and discussed, and parents can be signposted to support agencies. Parent questionnaires are completed annually. Regular training is organised for staff to effectively support children with specific needs such as ASD and Epilepsy and the SENCO and key teaching staff will visit other settings to ensure smooth transition
- Where a pupil is receiving SEN support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school
- At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled

throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

How Croxteth Primary School enables pupils with SEN to participate in all activities together with pupils who do not have SEN

- At Croxteth Primary school we recognise our duties regarding equality and inclusion for individual disabled children under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed
- All our children are encouraged to participate fully in the life of the school regardless of SEND. This includes extracurricular activities and clubs. Attendance at these clubs is monitored to ensure representative participation.

What support Croxteth Primary School offers for improving the emotional, mental and social development of pupils with special educational needs

- Our school recognises that some children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:
 - Becoming withdrawn or isolated
 - Displaying challenging, disruptive or disturbing behaviourThese behaviours may reflect underlying mental health difficulties. Some children may have disorders such as:
 - Attention Deficit Disorder (ADD)
 - Attention Deficit Hyperactive Disorder (ADHD)
 - Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self esteem or other issues such as neglect or changes in circumstances at home.

We have clear processes of support linked to our behaviour policy. This policy includes detail on how the school manages disruptive behaviour so that it does not adversely affect other pupils.

The school provides support for pupil's emotional, mental and social development in the following ways:

- Pastoral Care Manager
- Circle Time
- Nurture Group
- Quiet Spaces
- Additional adult support

How senior leaders and Governors at Croxteth Primary School monitor and evaluate the impact of the school's SEN provision

Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at Croxteth Primary school is Mr Ian Gardner. He can be contacted via school.

The SEN Governor promotes the development of SEN provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEN by the governing body
- Being familiar with key legislation and policy
- Fostering communication between parents/carers of children with SEND and the school
- Meeting regularly with the school SENCO
- Ensuring they have an understanding of the role of the SENCO and how pupils are supported
- Developing an awareness of the types of SEN present within the school cohort
- Understanding how funding received for SEN is allocated by the school
- Attending training in relation to SEND as necessary
- Reviewing and monitoring the effects of the SEND policy

The Governing body will report annually on the success of the policy under the statements listed in " The aims and values of this policy"

In evaluating the effectiveness of this policy, the school will consider the views of :

- Reports presented by the Head Teacher, SEN team and SEN Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes
- The school's tracking system
- Standardised tests
- ASP (Analysis of school performance) and analysis of external tests
- Evidence from pupil profiles and review meetings
- Reports provided by outside agencies including Ofsted

What training on SEN will be available for teachers, support staff and the SENCO

All primary schools within an SEN Consortia share best practice and offers support within the locality. Training on SEN is arranged through these and with the support and involvement of the services attached to these. Specific training is attended by the SENCO, teachers, teaching assistants, lunch staff and parents as needed. Liverpool School Improvement service provides two SENCO Briefings per year and an annual SENCO Transition forum (KS2 to 3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put into place. Our school SENCO attends all of these. All teaching and support staff are encouraged to attend courses and training that assist them in acquiring skills needed to work with pupils with SEND. The SENCO provides school based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

How SEN is funded at Croxteth Primary School

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO along with other key staff has a role in determining how this budget is used, for example to provide interventions, training and targeted support.

The Governing body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Learning support teachers and teaching assistants

- Training for all teachers and teaching assistants so that they can meet pupils' needs more effectively
- Specialist equipment and resources
- Nurture Room Provision
- Staffing for withdrawal (Literacy and Maths)

How does Croxteth Primary School support pupils with Medical Needs

Please refer to our policy "Supporting Children with Medical Conditions in School" displayed on our website

How Croxteth Primary School approaches its statutory duties in terms of increasing its accessibility over time

All pupils at Croxteth Primary school have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning challenges and expectations, are differentiated appropriately and assessed to inform the next stage of learning.

We ensure that our school building and environment is accessible to all and will make reasonable adjustments to ensure that no one is discriminated against. Reasonable adjustments could take the form of:

- Changes to practices or procedures
- Changes to physical features
- Changes to how learners are assessed
- Providing extra support and aids (such as specialist teachers or equipment)

How Croxteth Primary School handles complaints from parents/carers of pupils with SEN about SEN provision

Any complaints should first be raised with the SENCO, then if necessary with the Head Teacher and finally, if unresolved, with the SEN Governor. All complaints follow the school's complaints procedure.

Who is responsible for what?

We acknowledge that the SENCO shares responsibility with the rest of the staff within the school and the Governing body. Whilst the full

Governing body remains responsible for SEN they often appoint a SEN Governor to support their work.

The Governing body and Head Teacher will report annually on the success of this policy under the statements listed in "The aims and objectives of this policy"

In evaluating the effectiveness of this policy, the school will also consider:

- Findings of the SEND information report including its Local Offer
- Reports presented by the Head Teacher, SENCO and SEN Governor
- Parents/carers views
- Pupil Views
- Outside agencies with evidence of joined together working
- Pupil's attainment and progress
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs and phonics screening
- The school's tracking systems and teacher assessments
- Evidence generated from interventions
- Raise online
- Reports provided by outside agencies including Ofsted

The Role of the SENCO

The role of the SENCO involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and liaising with them
- Liaising with professionals or agencies beyond the setting
- Having day to day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN
- Updating the SEND policy annually
- Overseeing and updating the SEND Information Report in line with statutory guidelines

- Co-ordinating provision for children with SEN
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Monitoring and supporting a graduated approach of assess, plan, do, review
- Working with the Head Teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Ensuring that resources and support are allocated and maintained for all those individual pupils who may need additional provision in the form of learning support assistants, Pastoral care and behaviour support
- Being actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress.

Parents are responsible for ensuring their child is in school daily and on time in order to access their learning and achieve positive outcomes.

Alternative formats of this document are available upon request.

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