



Glenmere Community Primary School SEND Policy

A Policy for Special Educational Needs and Disabilities

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Special Educational Needs Co-ordinator: Mrs T Dorrington

Governor Responsible for Special Educational Needs and Disabilities: Hannah Leigh

Philosophy

The aims of Glenmere Primary School are based on the values derived from the Statement of Principles adopted by the LA and guided by the DfE Code of Practice for SEND.

The school provides a broad and balanced curriculum for all our pupils, including those with Special Educational Needs and Disabilities, and ensures that all pupils have full, unrestricted access to this curriculum. We are committed to providing a maximum integration approach, appropriate with meeting individual needs, maintaining the highest quality of education for all pupils and efficient use of resources, including the effective allocation of Teaching Assistants within organised interventions.

Entitlement

Although Glenmere is part of an Academy Trust, admission arrangements for the school are still determined by the Local Authority until Autumn 2016.

Glenmere Primary School strives to be fully inclusive, as per its 'Inclusion Policy' which focuses on removing any barriers to learning and maintaining non-exclusive teaching practice. It acknowledges the range of issues to be taken into account in the process of development, and underlines that all pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with the LA's admissions policy. Under section 316 of the Education Act 1996, if a parent wishes for their child with a statement to be educated in a mainstream environment, then the LA must provide a place, unless it is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent this incompatibility.

The school is on one floor, but across two levels due to a slight increase in ground levels, but there is access available to all facilities, including the classrooms, main hall and ICT suite. The school also offers sufficient wheelchair access via the front entrance and two corridor entrances, to accommodate children with physical difficulties, and a disabled toilet. The playground and quiet area is set upon a level tarmacked surface, with entrance to the quiet area wide enough for wheelchair access. This area also provides a slope for exterior access to the library. In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' which can be found within the school's Equal Opportunity Policy and a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication.

Specialist Facilities

There is a Moderate Learning Difficulties unit, which is attached to Brookside Primary school, located within our family of schools. The unit serves a catchment area wider than that of the school and admissions to the unit are determined by the Local Authority.

Definition of Special Educational Needs and Disabilities

According to the 1996 Education Act a child has special educational needs or disabilities if he or she has a learning difficulty which calls for educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA. A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of his/her age.
- has a disability, which either prevents or hinders the children from making use of educational facilities of a kind provided for children of the same age.
- has social, emotional or behavioural problems which impede the learning process.

The 2014 SEND Code of Practice has outlined four broad areas of need. Within each area of need there are categories. Some pupils may not fit into one particular category but may have needs which overlap across a range of categories or areas of need.

1. Communication and Interaction
 - SLCN- Speech language and Communication Needs
 - ASD- Autistic Spectrum Disorder
2. Cognition and Learning
 - MLD-Moderate Learning Difficulties
 - SLD-Severe learning Difficulties
 - PMLD- Profound and Multiple Learning Difficulties
 - SpLD- Specific Learning Difficulties
3. Social Emotional and Mental Health Difficulties (SEMHD)
4. Sensory and/or Physical Needs
 - VI- Visual Impairment
 - HI- Hearing Impairment
 - MSI- Multisensory Impairment
 - PD- Physical Disability

Identification and Assessment of Pupils with Special Educational Needs and Disabilities Pupils with Special Educational Needs or Disabilities are identified as early as possible. Working alongside our sister school, Glenmere has established a three staged process for identification, assessment and provision, in accordance with the 2014 Code of Practice. These stages are: Monitoring, SEN Support (with or without an SEND Support Plan) and Statement/Health and Care Plan (EHCP).

Prior to placing a child on the Special Educational Needs and Disabilities Support Record, class teachers may identify pupils with a potential Special Educational Need or Disability, and consulting the Special Educational Needs Coordinator, complete a Registration of Concern. Initial action to address those needs and concerns is taken and progress monitored carefully.

Following the registration of concern, the first stage is a school based stage where a child is monitored to see if his/her needs are met through everyday classroom support.

If the child requires further, consistent in-school provision, they will be placed upon SEN Support. Where pupils at this level are showing increased levels of need and involvement from external agencies, an SEND Support Plan will be put into place to access resources over and above what the school is able to provide. These SEND Support Plans will be reviewed in line with the schools systems of assessing, planning and reviewing progress. This graduated response recognises that there is a continuum of Special Educational Needs and Disabilities, and that the majority of children will lie at the SEND Support Stage. Glenmere's arrangements for implementing levels of action are guided by the LA's document 'Criteria for Placement'.

Special Educational Needs and Disabilities Support (SEND Support)

The triggers for intervention through SEND Support could be the teacher's or other's concern if the child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing basic English or Maths skills that result in poor attainment in some curriculum areas.
- presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour management policy employed by the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum.

Causes of concern for classroom teachers and parents might be:

- **Reading** : reading age one year below chronological age; standardised score of 87 or less in formal assessments; child finding age appropriate texts difficult to read and understand.
- **Language** : speech lacks structure and vocabulary is limited; reluctant to talk to peers or adults.
- **Listening Skills** : finds responding to instructions difficult and is unable to sit and listen for any period of time.
- **Visual Skills** : has difficulty interpreting visual information; discriminating between pictures/letters/words.
- **Writing** : child is unable to form letters clearly and show the application of phonic knowledge at Reception; use recognisable sentences at Year1; a simple coherent story at Year 2; fictional/factual account in clear sentences at Year 4; and express themselves fluently at Year 5 using basic punctuation.
- **Spelling** : assessed at 12 to 18 months below chronological age in Year 3 and above, or a standardised score of 87 or less.
- **Maths skills** : needing to work at a level below their chronological age in the National Curriculum for Maths, and/or standardised score 87 or below.
- **Social skills** : cannot play or co-operate on a simple task with peers; finds it difficult to form relationships with other children or adults or acts inappropriately.
- **Emotional mental health needs** : acts aggressively towards others or is excessively timid or anxious; unable to concentrate and sit at a task; behaves inappropriately in or out of class.
- **Co-ordination skills** : significantly delayed fine and gross motor skills; poor co-ordination in PE or movement.
- **Personal organisation:** significant difficulty in managing personal belongings and loses equipment on a regular basis.
- **Medical:** general health, eyesight, hearing is a cause for concern or has a specific condition or disability that affects a child's learning.

One of these areas alone would not necessarily trigger a concern but if a cluster of difficulties arose then a child would be described as having special educational needs and/or disabilities. Teachers' professional judgements and effective tracking of pupils will ensure that a child having difficulties would be identified early.

The class teacher, having already completed a registration of concern, will gather relevant evidence and meet with the SENCO and a decision will be made whether or not to place a child on the SEND Support Record. The class teacher will arrange to meet the pupil's parents/carers to discuss the areas of concern; strengths; home support; targets and review timescale. At the review parents/carers contributions will be recorded. The class teacher will make the pupil aware of his/her targets. The pupil's views will be recorded. The pupil will not necessarily have personal targets or an Individual Education Plan as the pupil's needs will be met through class layered target setting and SEND Support intervention targets.

SEND Support Plan

The indicators for a pupil receiving SEND Support to have a SEND Support Plan may be:

- continues to make little or no progress in specific areas over a long period.
- continues working at National Curriculum levels substantially below that expected of children of a similar age.
- continues to have difficulty in developing basic English and Maths skills.
- have social, emotional and or mental health difficulties which substantially and regularly interfere with the child's own learning or that of a class group, despite having an individualised plan.
- has sensory or physical needs, and requires additional specialist equipment or advice or visits by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A pupil with an SEND Support Plan will have had the involvement of external support services, both those provided by the LA and by outside agencies. These will be consulted to provide more specialist assessments and to advise teachers about strategies including more personalised targets to address individual needs where required. Parents are always consulted before an external agency is involved.

Where the needs of a pupil are placing demands on school resources (beyond that which is allocated in the notional budget) and the pupil is not likely to fulfil the criteria for statutory assessment for an EHCP, the school can make an application to the LA for 'Top Up Funding'. This funding will be reviewed at the end of each Key Stage.

Statement/ Education, Health and Care Plan (EHCP)

If a pupil, despite the school having taken relevant and purposeful actions to identify, assess and meet the SEND of the child or young person, has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. The school will provide evidence of the action it has taken in the form of an SEND Support Plan to inform the Local Authorities decision.

The LA considers the need for an EHCP and arranges, monitors and reviews provision.

Organisation of Support and Access to the Curriculum

Glenmere strives to be an inclusive school stimulating a sense of community and belonging through it's:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

All pupils are taught in classes arranged by age. Teachers provide learning opportunities for all children within this environment and provide resources appropriate to pupils' interests and abilities. The structures and systems in place are:

- Classroom support to increase curriculum access and pupil achievement.
- Differentiated provision within a mixed ability setting.
- Intervention programmes guided by a pupil needs audit and a 'Provision Map' (See Appendices)
- Well differentiated curriculum planning which incorporates a variety of learning styles to deliver QFT.
- Clear guidelines on behaviour with a structured reward and sanction system.

Target Reviews

All children on the SEND Support Record have a termly review. This review will include progress towards the achievement of layered targets set for their class, intervention targets from SEND support and any personal targets set for pupils with more individual needs. A copy is retained by the class teacher. Copies are given to parents/carers, the SENCO and any support staff working with the pupil. All targets are reviewed each term in conjunction with pupils, parents, LSAs and class teachers and new ones prepared in advance in preparation for new staff.

Involving Pupils and Parents

It is the policy at Glenmere to actively seek to work with parents and value the contribution they make through their unique strengths, knowledge and experience.

Parents are invited and pupils are involved, where appropriate, in all relevant discussions and Individual Education Plans. Parents will always be informed of any action taken by the school and are encouraged to take part in their child's learning.

The LA has an Independent Support Service for parents SENDIASS, which is available to support parents with any issues involving their child's SEND. Booklets from the LA and DfE are available to all parents if their child is placed on the SEND Support Record.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and understand that their views matter.

At Glenmere Primary School we encourage pupils to contribute individually to determining the direction of their learning by recognising their own strengths and weaknesses and where appropriate to take an active part in setting and monitoring their own targets.

Links with other Schools

A common system of record keeping and communication is established with our feeder settings and Transfer High School to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer.

- The Oadby/Wigston family of Schools shares its systems and structures, training and good practice. The Oadby Learning Partnership has a website where resources and information are shared. There is a common approach to record keeping systems for pupils with SEND.
These records are passed to named schools on transfer.
- The SENCO from the named school is invited to the Annual Review of a child with a Statement/EHCP, in the Autumn Term, which precedes transfer (Year5).
- In the term before transfer the High School SENCO meets with the Year 6 teacher, Year 6 children with SEND and Glenmere SENCO to discuss and prepare for transition.
- The SENCO's from the Oadby/Wigston Development Group (Family of Schools) meet termly to monitor and discuss any issues or national initiatives about SEND.

Links with external Agencies

Health referrals are made to the Leicestershire NHS Partnership Trust via the FYPC where a Care navigator will follow up on a referral and direct to the appropriate service. Similarly, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made to organisations such as 'Early Help' when deemed appropriate. We also work with the following services: Educational Psychology, Speech and Language Therapy, Visually Impaired and Hearing Impaired teams, Physiotherapy, Occupational Therapy, Micro Technology service and the Autism Outreach Team.

Staffing and The Role of the Special Educational Needs Co-ordinator

The SENCO is the professional leader in the area of Special Educational Needs and Disabilities and as such is responsible for:

- the day to day operation of the school's Special Educational Needs Policy.
- assisting staff in the identification and assessment of pupils with SEND.
- advising on classroom and other appropriate strategies.
- liaising with parents, support staff and other external agencies.
- maintaining the school's SEND files and record.
- informing and advising the governors.
- continuing their professional development in SEND.
- contributing to staff INSET.
- managing the budget for SEND in conjunction with the Head Teacher.

SEND issues are regularly discussed at staff meetings. All staff are made aware of their responsibilities towards pupils with SEND and clear communication lines between teachers, support staff and specialist staff are established. A programme of staff development, to be included in the school development plan, is implemented for both SEND support staff and class teachers. (See Appendices)

Resources for SEN

The budget for SEND at SEND Support Stage is delegated to the school, and currently includes the budget for all mainstream statements of 15 hours or under. The LA currently provides funding for pupils with Statements of Special Educational Need and Disabilities where these are in excess of 15 hrs support. Where pupils require an SEND Support Plan and the resources required to meet their levels of need are in excess of the school's allocation of funding, the school can use the Support Plan

to bid for additional funding from the LA to support the pupil's needs. There will be a transition period for pupil's who currently have a statement of SEND to Education Health and Care Plans (EHCPs). Pupils with an EHCP can be allocated a personal Budget if parents request it.

The Head teacher /SENCO and School Management Team manage the SEND budget.

The SEND budget and budgets within other curriculum areas provide the following resources:

- LSA support for those children with a Statement of Special Educational Need/ EHCP.
- LSA support in class to increase curriculum access and pupil achievement.
- LSA support to run intervention programmes.
- SENCO non-contact time for liaison with external agencies, assessment, record keeping, monitoring and review.
- Attendance of In-Service courses by staff to increase knowledge and Development
- Purchasing specialists assessments for individual children and assessment resources.
- Purchasing a range of books, basic skills resources and materials, Computing software to suit pupils of with a variety of needs.

Complaints

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or SENCO. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENCO or Head Teacher. If necessary the parents may complain to the governors and, if they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

Monitoring and Evaluation

This policy has been drawn up in accordance with the 2014 Code of Practice and in consultation with the staff and governors. It will be monitored through discussion with the governor responsible for Special Educational Needs and Disabilities. The following criteria will help the governors, head teacher and SENCO evaluate the success of the education we provide:

- The existence of accurate, up to date record keeping
- The percentage of attendance by parents at review meetings.
- Feedback from parent, pupil and staff questionnaires.
- Parental requests for the school to be named on the pupil's statement of SEND.
- The number of pupils for whom a statement/EHCP of SEND is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one.
- OFSTED inspection reports and LA SEND audit processes.
- Inclusion of SEND issues in development planning.
- Feedback from pupils and parents.
- Attendance/involvement/leadership of INSET courses by all staff.
- Analysis of pupil attainment (e.g. Progress over time, tracking progress)
- Evaluations of monitoring carried out as part of a Monitoring and Evaluation Action Plan.
- Classroom observations by SENCO/Head teacher
- Adjustments in budget allocation to reflect changing needs.