

WITHNELL FOLD PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Mission statement

Reaching potential

Rising to challenges

Respecting all

This policy should be read in conjunction with the school's policies on behaviour management, child protection and admissions.

This policy has been written in line with the SEN Code of Practice (2014) and the Special Educational Needs and Disability Act (2002) and with guidance from the 'Information for maintained Schools, 17 key elements' (Regulations 1999).

Aim

To ensure that we provide a fully inclusive and valuable education for all pupils regardless of age, ability, gender or ethnicity.

Withnell Fold School believes that every child is valued equally and has access to the same educational opportunities and the same broad and balanced curriculum. All staff accept responsibility for providing all children with realistic learning goals within an appropriate curriculum. We believe that this curriculum will enable all children to achieve the highest levels of attainment possible by nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches.

We recognise that all pupils are special and that some pupils progress at different rates than others. Some children have barriers to learning, which require special action by the school. We seek to identify those children who are experiencing difficulty in accessing the curriculum early in their school careers. These children may need additional and different support from that which is given to other children of the same age.

We also recognise that children may have special educational needs at any time during their school career. Curriculum planning and assessment takes account of this.

Objectives

We at Withnell Fold Primary School are committed to meeting the Special Educational needs of pupils and ensuring they make progress as well as reducing the barriers to learning encountered by pupils with disabilities. In line with our mission statement, we aim to:

- Work with regard the SEN Code of practice (2014) and to follow the guidelines of Lancashire Education Authority.
- Work in partnership with all staff and governors.
- ensure good working relationships with parents / carers to enable them to play their part in supporting their children's education.
- ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND, which will enable all pupils to achieve and make progress.
- provide effective procedures to promote early identification of pupils with SEND, and to monitor their progress closely.
- ensure all teaching and support staff are involved in planning, meeting the needs of SEND pupils and evaluating their progress.
- use a variety of approaches to support the child e.g. differentiation, group work, whole class, 1-1, within the class or withdrawal when appropriate.
- ensure that the school liaises with outside agencies effectively to meet the needs of staff and pupils.
- develop effective, independent learners; encouraging them to increase their responsibility for their learning and behaviour and to include them in the planning and evaluation of interventions, where appropriate and to celebrate success.
- promote the dignity and self-esteem and inclusion of all pupils whatever their individual needs.
- work closely with external specialist agencies eg. Occupational Therapists, Educational Psychologists and their assessments and recommendations form an important part of our identification process

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of special educational needs and disability provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Withnell Fold Primary School this role is undertaken by **Sue Bird** who will meet regularly with the SENDCo (Special educational needs / disability coordinator), **Sara Moreton**. The primary responsibility for the education of the SEND children rests with all staff but will be co-ordinated by the SENDCO. The Headteacher is the school's "responsible person" and manages the school's special educational needs work.

The Head will keep the governing body informed about the special educational needs provision made by the school.

The SENDCo and the Head will work closely with the special educational needs / disability governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENDCo and Head will identify areas for development in special educational needs and contribute to the school's development plan. They will co-ordinate provision at school action and for pupils with an EHCP (Education and Health Care Plan).

All teaching and non-teaching staff will be involved in the formulation of the special educational needs / disability policy. They are responsible for differentiating the curriculum for pupils with special educational needs / disability and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENDCo.

Code of Practice

The Code of Practice (2014) offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical
- medical

Identification and Assessment

"The law says that a child has special educational needs if he or she has:

- **a learning difficulty** (ie a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for
- special educational provision (ie provision additional to, or different from, that made generally for children of the same age in local schools).

- Whether or not a child has SEN will therefore depend both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school but not in another." (Excellence for all Children, DfE, October 1997).

In identifying a child as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on teacher assessment and experience of the pupil, their previous progress and attainment, the views and experiences of parents, the pupil's own views and if relevant, the advice from external support services.

The effectiveness of the support and intervention, along with progress made and the impact will be reviewed and evaluated regularly. Where a pupil has an Education and Health Care Plan, the local authority in cooperation with the school, must review that plan as a minimum every twelve months.

Admissions

Pupils with special educational needs will be admitted to Withnell Fold Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavors to collect all relevant information and plan a relevant differentiated curriculum.

We welcome all children and develop partnerships between home and school. As a small school with a family ethos we will encourage tolerance and understanding. Pupils with Special Educational Needs will be fully included.

Access for Disabled

The school has provided some access for disabled pupils and parents through the main entrance porch and to parts of the school. An accessible toilet is also available. The needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

Resources

The Governors will ensure that the needs of the pupils are met by employing a SENDCo. The Head/SENDCo and other relevant staff will use the child's EHCP / Plan to identify the areas of pupil need and make appropriate provision. The Governors will ensure that support staff are

employed to support staff and pupils. They oversee expenditure for outside agencies, for example, the use of specialist teachers from the IDSS (Inclusion and Disability Support Service) and other relevant services.

The SEN budget is set annually in line with the school budget. Funds allocated and spent are tracked through the monthly financial report. Delegated funds are used to finance in-class support, staff training, INSET/courses and the involvement of outside agencies.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The Governors will ensure that monies are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake training.

Identification, Assessment, Record-Keeping and Reviews

During the induction period, prior to entry, parents are involved to discuss the child's particular needs with the class teacher / Headteacher.

On Entry

When children are first admitted to school, they will be given a series of informal assessments and a 'Baseline Assessment' during the first half term. If a child transfers from another school, assessment records will be requested from the previous school and the class teacher will use their own assessments, both formal and informal as and when required.

Teacher Referral

Assessment is central to our planning for all pupils. This enables the teacher to analyse the pupil's learning/behavior difficulty or special need.

Class teachers are always monitoring and assessing. They identify pupils whose needs are, 'additional to and different from', the rest of the class and are not making the expected progress. They differentiate work in their planning. They approach the SENDCo who will provide further information. Withnell Fold School will use its best endeavors to identify children with special educational needs as early as possible and provide evidence of relevant and purposeful action.

Particular use is made of:

- SATs
- PIVATS
- Behaviour Monitoring Charts

A 'SEND register' is kept and reviewed termly.

The SENDCo and Class Teachers work closely with parents to plan an appropriate programme of support. A range of different teaching approaches and equipment are considered on an individual / group basis, where appropriate. These interventions will include realistic short-term targets and are reviewed and evaluated at regular intervals to ensure they remain relevant. These are based on an assess, plan, do review process whereby progress is monitored closely by the class teacher and SENDCo.

Parents are always fully informed of provision and actively involved. The child is given every encouragement for self-improvement, motivation and dialogue. Teachers audit improvement over time.

Our approach recognises that there is a continuum of SEND provision and when major concerns occur, the school actions external help with a possibility of formal assessment by the LEA.

Staff are fair and consistent in their approach to behavior management but adapt behavior management strategies to take account of SEND. Staff recognise that all pupils respond positively to different approaches and may need to adapt their strategies to take account of the needs of the individual (e.g. star charts, stickers etc).

Curriculum and assessment monitoring

The subject leaders and the assessment co-ordinator will monitor the attainment and progress of pupils with special educational needs as part of their role. They will ensure that the SENDCo is kept fully informed and if they have a concern, they will meet regularly to discuss strategies for development and agree a structured programme of support for the child. The child's needs will be discussed with the child's parents / carers.

How a child is placed on SEN Register?

If a class teacher expresses concern about a pupil's progress and differentiation and interventions are not sufficient, they will inform the SENDCo and the Parents / Carers. The SENDCo will agree upon the next steps with the class teacher and the Parents / Carers. The child will then be put at the 'SEN Support' stage. Specific 'SMART' short-term targets will be set in conjunction with staff, parents and the child in the form of an IEP or Behaviour Support Plan. It is the responsibility of the class teacher to plan appropriate work, which matches the child's level of ability and links with the targets set. A file of evidence will be started and kept by the class teacher.

'SEN Support' indicates that, despite receiving differentiated learning opportunities, the child:

- has made little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness.
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioral difficulties which are not ameliorated by the behavior management techniques usually employed in school.
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

If, after a reasonable amount of time, the child continues to show no signs of improvement it may be necessary to collect further evidence of the difficulties the child is experiencing. With agreement from the child (where appropriate), the Parents/Carers and SENDCo / Headteacher, it may be necessary to involve outside agencies to enhance the provision made by school. For example, it may be necessary to complete a CAF (Common Assessment Framework) which outlines the concerns of the school and the child's Parents / Carers. The SENDCo meets regularly with an Educational Psychologist from Lancashire County Council to discuss the needs of specific children to gain advice. Parents / carers will always be consulted and permission sought before an outside agency becomes involved.

IEP / Behaviour Support Plan reviews

IEPs (Individual Education Plans) and IBPs (Behaviour Support Plans) will be reviewed regularly, and new child specific targets are set termly. Once agreed parents will be invited to discuss these reviews. If they are unable to come into school, then a copy of the new IEP will be sent home and the parent's views will be welcomed. We ask all parents to sign and date IEPs each term.

When evaluating IEPs / Behaviour support plans, current targets will be reviewed, and new targets will be determined where appropriate. We encourage Parents / Carers to play an active role in this process.

Children will be involved at an appropriate level in setting targets for their IEP. Children are encouraged to make judgments about performance against their targets. Their success is recognised through the use of stickers and small step achievement is praised.

EHC Plans

Where a child's needs cannot be met by the support described above the SENDCo, acting on advice from the Educational Psychologist will put forward for a formal assessment from the LEA. If the LEA decides that extra funding is appropriate then an 'Education Health and Care Plan' (EHC plan) will be issued stating the provision, which legally has to be provided. (Formally a

‘Statement of Special Educational Needs’). If a child has an EHC plan, the school will hold a review meeting in conjunction with the LEA at least once a year, or every 6 months if the child is under 5 (this is in addition to the termly IEP review meetings). All interested parties will be invited to contribute in writing and by attendance at the meeting to discuss the child’s progress against the EHCP objectives and to plan appropriate provision for the following year.

Curriculum

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.

Children with special educational needs will be as fully integrated into school life as possible.

Withnell Fold School will have regard to the Code of Practice in ensuring that children with Special Educational Needs have maximum access to the National Curriculum and Religious Education and a broad and balanced curriculum, differentiated where possible. Wherever possible and for the most part, children will work within the classroom situation using modified and individual techniques/resources. They may be supported in this through the Teaching Assistant, where appropriate. On occasion a child may be withdrawn from the classroom to work on an individual basis or as part of a small group.

Forms of differentiation may be through:

- Content
- Interests
- Pace
- Sequence
- Structure
- Teacher Time
- Teaching Style
- Grouping
- Learning Style

Access to the full life of the school

All pupils whether they have a special educational need or not will be involved in the full life of the school. The school will make every effort to make arrangements to ensure that all pupils are involved with all activities such as clubs, plays / productions, trips, swimming, school teams, sport extended provision, assembly and homework as well as being given an equal opportunity to be on the school council.

The school encourages pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to reach their potential. These arrangements are in line with the school's responsibility under the 'SEN and Disability Act', 2005.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher as it is hoped that any difficulties can be resolved informally. If the concern continues then the SENDCo and Headteacher should be brought into the discussion process. If concerns cannot be resolved at this level, they should be put in writing to the SEN Governor, **Annette Fairhurst Sue Bird** via the school. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Should any problem be unresolved parents have the right to approach the LEA through the official complaints procedure. The first contact would be the Area Education Office, Preston.

There is also recourse to the Special Educational Needs Tribunal should parents wish to appeal against LEA decisions relating to statutory assessments.

Lancashire Parent Partnership may act as an independent advisor for parents.

Training

The Governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENDCo.

The SENDCo and Headteacher will keep fully up to date about SEND issues through attendance at training and cluster meetings. In addition, the SENDCo will develop their skills through attendance at specialist training meetings, discussions with outside specialists, reading, the Internet and subscription to professional bodies.

The **Literacy and Numeracy English and Maths** subject leaders will receive training in their subject areas and will ensure that teaching staff are informed of current issues / additional resources for SEND as appropriate. In conjunction with the Headteacher and SENDCo, they will also oversee SEND provision in their subject areas.

The Assessment co-ordinator will ensure that assessment records are kept up-to-date and will introduce any new assessment procedures when necessary.

Teaching and non-teaching staff will be kept up to date informally by the Headteacher or SENDCo as necessary and more formally at staff meetings and training. If a member of staff particularly wishes to pursue an area of SEND they will approach the SENDCo. The SENDCo will keep a record of all SEND training delivered and subsequent evaluations.

Teaching assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by in-house training and the use of LEA courses where appropriate.

Outside Agencies Including Health Services

Withnell Fold Primary School works closely with other agencies to focus on the identification and provision for those children who have a special educational need. Liaison may take place with the following agencies:

- Education - Educational psychology service/adviser / Specialist teacher
- Health - nurse, doctor, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist, Health Visitors, Psychologists
- Children's Integrated Services
- Parent Partnership
- Children Looked After

Partnership with Parents / Carers

Withnell Fold School sees the involvement of parents and carers and the contribution that they can make to assessment and support strategies as crucial to the success of its SEN policy. The school maintains close links with parents or carers of children with Special Educational Needs, seeing the partnership as fundamental to children's progress. Two parents' evenings are held each year although parents are welcome into school at any time and may be requested to do so. Following advice, pupils may work with groups other than their year cohort. Parents will be informed through informal dialogue to ensure that all parties understand the level of support available.

Parents are kept fully informed and whenever possible this is done through personal contact. They have the right to access the records relating to their own child and any school documentation they may feel appropriate.

The school will seek to engage the services of a translator if necessary or where requested by parents, to ensure partnership in developing strategies to help an individual student.

Parents are encouraged to attend reviews, support the development of individual approaches to their child, help at home wherever possible and be involved with the target setting and evaluation process. Parents have copies of IEP's / Behaviour Support Plans.

Links

Information is transferred to other primary schools should a child move away from the area. We recognise the need for effective liaison when children transfer school within a Key Stage. This is

carried out by telephone and by the transfer of documents. Where geography allows SEN liaison in person is carried out and extra visits to the new school arranged.

The school fosters links with all feeder nursery schools and playgroups.

The school fosters links with all partner High Schools by completing standard transfer documents and by meeting with High School colleagues. Where a pupil is evaluated as needing extra support on transfer the school will liaise with the SEN Department at High School and arrange extra pre-transfer visits.

Evaluation of the Policy

Withnell Fold School will monitor its SEN Policy and its objectives carefully to ensure the SEN provision is meeting the needs of our SEN pupils in the most effective way possible using the resources available. The Governors will oversee this process and will report annually to parents. When considering how successful our policy is, we will consider:

- Movement of pupils through the Code of Practice Stages and on / off the register.
- The identification and assessment of SEN i.e. early identification – PIVATS/ Baseline results.
- Pupil success in the National Curriculum, SATs and achieving targets of IEP's. Comparative data from annual standardised tests in reading and spelling in Key Stage 2
- Resource allocation.
- Parental views and opinions expressed at Parents Evenings, reviews and informal discussions.
- Effectiveness of documentation.
- Complaints.
- Assessment co-ordinator monitoring of progress.
- SENCo observations of whole class/ group/ individual teaching.
- The school's self-evaluation policy.
- Pupil and Parental views.
- Adviser views – monitoring visits.
- Area officer / EPS service.

Quality of provision will be monitored, and attempts made to provide time for liaison between SENCo, Class Teachers, SEN Governor, Head Teacher, teaching assistants.

Liaison between Class Teacher/Teaching Assistants/SENCo will take place when reviewing/evaluating IEP targets and the writing of new plans.

Resources will be updated and purchased in accordance with need.

The Governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SEN Governor reports the outcome of the review to the full Governing body.

Member of staff responsible: Mrs S Moreton

Reviewed: May 2025