

Special Educational Needs Policy

Ashfield Primary School has implemented the Special Educational Needs and Disabilities (SEND) Code of Practice.

A child has special needs if he or she has a learning difficulty, which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or it means that a child has a physical disability, which prevents or hinders him or her in making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.

The aims of this policy are:

- To enable children with SEND to have the best possible outcomes.
- To create an environment that meets the needs of children with Special Educational Needs and Disabilities [SEND]
- To ensure that these needs are identified, assessed and provided for.
- To identify the roles and responsibilities of staff in providing for children's SEND.
- To enable children with SEND to have full access to all aspects to the school curriculum and school life in recognition of our 'whole pupil, whole school' approach.
- To enable children with SEND in the school to work towards promoting a positive self-image and self-worth.
- To regularly review and evaluate children's progress and to work in partnership with parents, carers, children and outside agencies throughout the process.

The Code of Practice

The fundamental principles of the code are that:

- effective assessment and provision will be secured where there is partnership between parents and carers, children, schools, the Local Authority and other relevant agencies
- The needs of all pupils who may have SEND must be addressed at any time from birth to 25.
- The knowledge, views and experience of parents, carers, other agencies and children are vital because there is a range of needs, there should be an equally wide range of support to meet those needs.
- Children with SEND require the greatest possible access to a broad and balanced curriculum and individual pastoral support as they can be more vulnerable and at risk from prejudice
- The needs of the majority of SEND children will be met in a mainstream setting, but some withdrawal may be necessary

- Accessibility plans will be developed for specific needs of pupils over and above the requirements of the Equality Act.

To meet these principles:

- Information will be gathered prior to transition to school from relevant agencies
- Teachers will endeavour to identify any children who may have SEND early so that they can be assessed as soon as possible, provision put in place and reviewed regularly
- All children should receive provision from the most appropriate agency. In most cases this will be the school.
- External agencies may be called in to support a child, where needed
- The Local Authority must make assessments and statements in accordance with the SEND code

This means that, once a pupil has been identified with SEND at EHC plan level, the Local Authority and school must:

- work within prescribed time limits
- write clear thorough EHC care plans, setting out the child's educational and non-educational needs, objectives to be secured and provision to be made
- ensure the annual review of the EHC plan is arranged for the child and that targets are updated and monitored

A Graduated Approach to SEND Support

In accordance with the SEND Code of Practice [2014] the school uses a register to identify those children who require Additional SEN Support through a graduated response.

Children will be identified under four key areas of need:

Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyspraxia, hearing or visual impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or DCD.

Social, Mental and Emotional Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

SEND Stage Procedures

At Ashfield we maintain a register of all pupils placed within the SEND Stage Procedure. The register is updated every term to show changes in pupil placement.

The length of time spent by individual pupils within the different stages will vary greatly. It is anticipated that for many progression will be cyclical. We will review progress each term.

There will be occasions when the nature of the difficulty necessitates rapid action. eg if a child moves into the Authority and exhibits severe problems or a sudden and major behavioural crisis occurs, in such cases the child may move straight onto the SEND Register.

Intervention and Learning Passports

Quality First Teaching, differentiated activities and group or 1:1 intervention in class are the first steps to responding to pupils who have or may have SEND. Every term the senior management team and each class teacher meet to discuss the progress and individual needs of every child. At this time a PROVISION MAP is completed and/or reviewed which states the intervention needs of the class, staffing requirements, resources needed and specific 1:1 support and strategies for children identified as needing support.

These meetings promote a graduated response to all children's needs and in addition highlight the work that is additional and different to the rest of the class. The progress of these specific children will then be monitored closely by the Class Teacher and SENDCo.

Quality First Teaching

Staff will use the ASSESS, PLAN, DO, REVIEW cycle to set targets for individual children. . Targets are not changed based on a timetable but respond to the specific needs and progress of each individual child. Each term Class Teachers and the SENDCO will meet with parents/carers of any child on the SEND register, outside of the normal consultation meetings, to discuss progress and next steps. In Key Stage 2 children are invited to attend these meetings. In Early Years and Key Stage 1 a Pupil Passport is completed to ascertain the thoughts and wishes of the pupil. If the monitoring process highlights more significant needs or limited progress in response to the interventions a referral to an outside agency may be required and applied for.

Referrals

If the child continues not to make progress, the school can, through the Head teacher, SENDCo, Class Teacher and family request the support and advice of a number of different service providers at Leeds City Council.

Funding

If the child's needs continue to cause concern and require high levels of support there may be a case for those children to receive funding. The school will work within the guidance of the Funding For Inclusion [FFI] framework and with the advice of other professionals as to whether this is appropriate. Children receiving this High Needs Top Up Funding are expected to have significant complex needs.

For any child receiving funding there will be a termly meeting with the Parent, Class Teacher and if appropriate the SENDCo to discuss progress and next steps, as is part of the normal cycle of Learning Passport review. They will also have an Annual Review meeting in learning outcomes, provision and next steps are discussed.

- Funding can be received without an Education, Health and Care Plan but if the needs of the child are significant and it is felt that application for an EHCP would be best for the child then the Statutory Process will begin with the agreement of the family.

Education, Health and Care Plans [EHCP]

- The application for an EHCP will only be made after extensive evidence is collated of the intervention provided and progress made. All stakeholders will be consulted before an application can be submitted. The EHCP process will comply with the SEND Code of Practice [2104] and the framework established by Leeds City Council.
- For any child with an EHCP there will be a termly meeting with the Parent, Class Teacher and if appropriate the SENDCo to discuss progress and next steps, as is part of the normal cycle of review. They will also have an Annual Review meeting in which learning outcomes, provision and next steps are discussed when all professionals involved are invited.

The Governors and Staff Roles

The Governing Body, in conjunction with the head teacher, have responsibility for the school's general policy and approach to provision for SEND children including the allocation of resources. There is a named governor responsible for SEND.

The Headteacher is responsible for:

- ensuring the policy is implemented
- discussions with parents where opinions may differ
- signposting parents to other agencies and the governing body if agreement is not reached

The SENDCO is responsible for:

- maintaining the SEND Register
- liaising with staff, parents and external agencies where appropriate
- organising and conducting termly reviews with child, parent and class teacher as part of a graduated response
- organising and conducting annual reviews for pupils with EHC plans and/or FFI funding

Class teachers have responsibility for the children with SEND in their class:

- planning and delivering a differentiated curriculum
- collecting and gathering information and reporting to termly and annual reviews
- liaising with parents and carers as well as external agencies when necessary
- liaising with teaching assistants other support staff and colleagues, where necessary
- planning, monitoring and evaluating targets
- evaluating progress of SEND pupils
- attending INSET and training sessions

Teaching Assistants (TA) who are directly involved with a child or group of children will liaise with the class teacher in order to implement intervention strategies for the pupil. The teacher will monitor pupils' progress regularly in consultation with the TA.

The school provides TAs to support children in the classroom.

Our learning mentor also provides support for children with barriers to learning and their parents.

External Agencies

A wide variety of agencies are available to support children with special educational needs. The school liaises closely with these colleagues who sometimes work directly with the pupil and sometimes provide care plans for us to implement. The school refers and liaises regularly with the following services:

- the School Nurse
- the Educational Psychologist
- School and Early Years Support Services
- Behavioural Support Services
- SENIT Special Educational Needs Inclusion Team
- Health Visitors
- the Educational Welfare Officer
- the Speech and Language Service - both NHS and private
- Occupational Therapy Service
- Visually and Hearing Impaired Support Service
- Hospitals
- Physiotherapy
- General Practitioners and Pediatricians
- Private providers for Dyslexia assessment and support
- Private providers for scotopic sensitivity assessments and advice
- Child Development Centre Leeds - assessments for under 5s
- Social Services
- Children's Centre
- Parent Support Advisor
- Child and Adolescent Mental Health Service (CAMHS)
- Targeted Mental Health Services (TAMHS)
- Outreach Services - Pupil Development Centre Learning Support Centres - Orchard and Learn2Learn
- STARS - Autism Support Team

Early Help Plans are often used to support a family in a multi-agency approach and bring professionals together.

We co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer / transition.

Conclusion

Ashfield Primary School ensures all pupils with identified SEND receive the best possible provision at all stages and makes certain that all pupils with SEND, including those with social, emotional and behavioural difficulties, play a full part in the life of the school and beyond.

Ratified by the Governing Body of Ashfield Primary School: 24/01/2024

Review Date: Spring 2025

Other related policies and procedures

1. Sex and Relationship Education policy
2. Positive Behaviour policy

3. Homework policy
4. Race equality policy
5. Child Protection policy
6. Curriculum policies
7. Complaints policy
8. Single equality scheme and action plan

Glossary

SEND	Special Educational Needs and Disabilities
EYFS	Early Years Foundation Stage
SENDCO	Special Educational Needs and Disability Co-ordinator
FFI	Funding For Inclusion
TA	Teaching Assistant
INSET	In Service Training
EHCP	Education Health and Care plan