

Canklow Woods Primary School and First Steps Early Years Provision

SEND Policy

Reviewed by: Annie Morgan - SENCo February 2017

Approved by: Sue Rodgers - Headteacher February 2017

Approved by board of governors: February 2017

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SEND Governor: Rev. Neil Bowler

Canklow Woods Primary School, including First Steps Early Years Provision aims to provide quality education for children between two and eleven years of age. Our aim is to provide high standards of teaching and learning through:

- A rich, broad and creative curriculum, which sustains the engagement of all learners.
- An environment which is safe, healthy caring and supportive.
- Encouraging self-reliance and pride in all achievements.
- Developing learning skills and a love of learning, including the ability to question, enquire and be independent in their approach to learning.
- Promoting the development of tolerance and respect for others, regardless of race, creed or gender and ensure that all learners have equal opportunity.
- To enhance the potential of children by building effective links and relationships with parents, carers and outside agencies.

It is important to remember that every teacher is a teacher of every child or young person including those with special educational needs (SEN).

This Policy was developed through the collaboration of the Oakwood Learning Community's Strategic Leadership for SEN/D provision group.

The Policy has been shared via whole school staff training and is available on the school's website for parents and carers to view at: www.canklowwoods.rotherham.sch.uk or a paper copy can be requested via the school office.

Aims

The aims of the Policy are:

- To ensure that there is a consistent approach throughout all key stages towards the identification of SEN.
- To identify needs early and apply timely interventions.
- To ensure a smooth transition across Key Stages for all pupils by sharing information to meet needs.
- To involve parents, pupils and others, including members of staff and outside agencies, in developing a partnership of support and therefore enable full confidence in strategies adopted by the school.

Identifying Special Educational Needs.

At Canklow Woods Primary School we recognise that pupils are individuals with individual skills, strengths and needs. We will endeavour to meet the needs of all pupils through access to Quality First Teaching. We recognise that there are many factors which may impact upon attainment and progress including;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Appropriate response and adjustments should be made for the above factors where appropriate, however they are not classified as SEN.

The SEN Code of Practice (2014) states that “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.”ⁱ

The Code Of Practice outlines four broad areas of need that will be planned for. The purpose of identification is to assess what action we need to take to meet the needs of the child, not be used to fit a child into a category. In practice, individual pupils often have needs that span across all of these areas and pupil's needs may change over time. The broad areas of needs are defined as:

Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or that they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties, which manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

It should be noted that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

A Graduated Response

Teachers continuously assess the progress of all their pupils and ensure that provision is in place to meet their individual needs. In addition, regular pupil progress meetings and quality of teaching reviews are undertaken by the senior leadership team (SLT). This includes reviewing and improving teachers' understanding of strategies to identify and support vulnerable pupils and ensuring they have an understanding of the SEN most frequently encountered.

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where children access support from teaching assistants or specialised staff. High quality teaching, differentiated for individual pupils, is the first step we take in responding to pupils who have or may have SEN. Any concerns the class teacher has will be discussed with the child's parents or carers. The pupil will not be placed upon the SEN register at this point but, by request of the class teacher, will be placed on an inclusion list managed by the SENCo to ensure that progress is carefully monitored. Children who have recently been removed from the SEN register may also be monitored this way.

If the impact of a high quality teaching over a period of time together with some additional educational strategies is inadequate to ensure that a child on the monitor list who has or may have SEN is making progress, then a decision is made to draw on more specialised provision. The class teacher and SENCo will meet with the parents and the child to discuss the next steps to ensure the pupil can progress and develop. It is at this point that we will place the child on the Inclusion Register at the level of **school response**

Children who are placed on the Inclusion register at school response will continued to be assessed and monitored by their class teacher but in addition the SENCo will review the impact of the interventions which the pupil is accessing. Parents will be formally invited in to discuss the progress of and support offered to their child once every term.

For higher levels of need, we may request advice from external agencies including:

Learning Support Service (LSS)

Educational Psychologist (EP)

Speech and Language Therapists (SALT)

Child Development Centre (CDC)

Children and Adolescent Mental Health Service (CAMHS)

Autism Communication Team (ACT)

Rotherham Multi-Agency Support Team (MAST)

Behaviour Support Team

If a pupil needs to be supported by these agencies we shall place the child on the Formal SEN register at **Formal Response**. The advice received from these agencies will be applied in school and reviewed on a termly basis, in a meeting to which parents and carers are invited and will be attended by the SENCo, class teacher and any external agencies.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Education and Health Care Plans

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, Rotherham Borough Council will provide an EHC Plan, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Managing Pupils Needs on the Inclusion and SEN Register

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The class teacher holds the responsibility for ensuring that the child is receiving and accessing the provision that has been recommended and evidencing progress according to the outcomes outlined in progress meetings or Individual Education Plans (IEP's).

Children who are placed on the register at school or formal response will be accessing interventions or personalised targeted support with specific outcomes. These will be reviewed on a half term basis by the class teacher and tracked using the class provision map which then informs the whole school provision map. Each term a progress review meeting is held between the class teacher, SENCo and parents or carers to review the progress of the pupil. If a child is on the register at formal response then this meeting may also include external agencies involved with the child.

During these reviews, we adopt an assess-plan-do-review cycle

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Criteria for exiting the SEN Register

It should be noted that the SEN Register at Canklow Woods Primary School is a fluid working document. Pupils can be placed on the SEN register as well as removed from the register. This will always be done in consultation with parents and where appropriate, pupils.

Support for Pupils and Families

The SEN Code of Practice states that Local authorities must publish a Local Offer, which sets out in one place information about the provision that they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. The purpose of the Local Offer is to provide clear, comprehensive, accessible and up to date information about provision that is available and how to access it, plus to make the provision more responsive to local needs by involving all key stakeholders in its development and review.

The Local Offer can be found here by visiting this website: <http://www.rotherhamsendlocaloffer.org/>

Canklow Woods Primary has a statutory duty to provide a SEN Information report. This can be found on the school's website, in the form of frequently asked questions at www.canklowwoods.rotherham.sch.uk. A paper copy of this report can also be requested via the school office.

Where appropriate, Canklow Woods Primary will liaise with outside agencies, to provide a full package of support for the family and pupil.

Canklow Woods Primary has a clear admission's policy, which can also be located on the school website.

Pupils will be screened for any access arrangements with regards to public examinations, and based on a clear history of need and criteria met which is outlined in the JCQ booklet for Access Arrangements, pupils who meet the criteria will be given access to the arrangements that is appropriate to their need.

Canklow Woods Primary is part of the Oakwood Learning Community and the White Woods Academy Trust which allows work to take place across the schools. The SENCOs within the learning community have forged positive working relationships via the Strategic SEND leadership group. This also allows for information to be passed to one educational setting to the other.

For pupils in Year 6, transition days are organised at Oakwood High School, Brinsworth Comprehensive and where necessary other secondary schools to which children may be transferring. During this time, pupils are introduced to a variety of teaching staff, lessons and additional activities that they may expect in Year 7. In addition, the SENCo and Transition Mentor visit the feeder primary schools to meet and work with the pupils.

Supporting Pupils at School with Medical Conditions

At Canklow Woods Primary School, we recognise that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education. Some pupils 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 pupils may also have Special Educational Needs and they may have a Statement of SEN, or Education Health and Care Plan (EHC) which brings together health and social care needs as well as their SEN provision. In these circumstances, the SEN Code of Practice is followed.

Pupils medical needs are met through the school's policy on managing medical conditions of pupils. A copy of this policy can be found in the Appendix.

Monitoring and Evaluation of SEND Policy

It is recommended that the SEN Policy is reviewed bi-annually, and Canklow Woods Primary School will review its Policy under these recommendations.

Canklow Woods Primary School will contribute to the Local Offer published by the local authority. As part of this Canklow Woods Primary School will review and update its contribution at least once a year or sooner if deemed appropriate to.

The SEN report will be published annually. Its contents will be reviewed annually and impact noted.

Pupils and parents views will be gained on the SEN provision they are accessing before and during review meetings.

Training and Resources

Canklow Woods Primary school, as part of a multi-agency academy trust receives funding directly to the school from central government to support the needs of learners with SEN. Canklow Woods also receives funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school.

Canklow Woods Primary, together with the Oakwood learning Community and the White Woods Academy group of schools is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN.

The training needs of staff are identified through appraisal. It is also identified when appropriate to update on new policies/practice to meet the emerging needs of pupils.

It should be noted that all staff are responsible for identifying their own training need and seek support/advice as appropriate, whether this be from the SENCO and/or other staff with areas of expertise.

All teachers and professional support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. Key information is also shared with regards to pupil needs on or prior to the first INSET day of the academic year and teachers attend the SEN reviews in the Summer Term for the children they will be receiving the following year.

The SENCO will regularly attend the Local Authority's network meetings in order to keep up to date with local and national updates in SEND.

Role and Responsibilities

The person responsible for overseeing the provision for children with SEN is Mrs Sue Rodgers (Headteacher).

The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Annie Morgan (SENCO)

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEN

Class teachers are responsible and accountable for the progress and development of all the pupils in their class this includes monitoring and implementing the provision for SEN children. In addition class teachers are responsible for ensuring that their assigned teaching assistants are deployed effectively to meet the needs of the children within their class.

The named Governor responsible for SEN is Reverend Neil Bowler. The SEN Governor ensures that the school SEN policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Reviewing the Policy

Due the recent update of the SEN Code of Practice, this Policy will be reviewed annually in the first instance and thereafter every 2 years.

Accessibility

The school complies with all the relevant accessibility requirements. The accessibility plan can be found on the school website.

Complaints

The school works wherever possible in close partnership with parents and carers to ensure a collaborative approach to meeting pupil's needs. All complaints are taken seriously and are monitored through the school's complaints procedure.

Bullying

The school has a zero tolerance approach to bullying. It will actively work with all parties to ensure that no pupil feels unsafe at school.

As a school we work hard to ensure that unacceptable behaviour is challenged and discussions are carried out with pupils to ensure that they have time to examine the consequences of their behaviour.

Further information with regards to bullying and the school's bullying Policy can be found here:

Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The Policy has been created by the SEN/D Strategic Leadership group, which involves SENCO's from within the Oakwood Learning Community, including, Sitwell Junior School, Sitwell Infants School, Broom Valley Community School, Brinsworth Howarth, Canklow Woods Primary School, Thomas Rotherham College and Oakwood High School, plus the Local Authority's Educational Psychologist attached to the OLC. Parents of pupils with SEND and staff were consulted during the final draft stages.

The Policy has been approved by The Governor's for each school in liaison with the Senior Leadership team.
