



Leek First School



Special Educational Needs and Disability (SEND) Policy and Information Report (incorporating the Local Offer)

Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with Special Educational Needs (SEN) engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
 1. **Communication and interaction**
 2. **Cognition and learning**
 3. **Social, mental and emotional health**
 4. **Sensory/physical**
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions and ensure full inclusion in all school activities through consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2014)

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- A pupil asks for help

What should I do if I think my child may have special educational needs?

- If you have concerns then please firstly discuss these with your child's teacher.
- This then may result in a referral to the school SENCos whose name is Sheryl Finney who can be contacted via the school office by email, office@leek-first.staffs.sch.uk or telephone 01538 483200
- All parents, carers and pupils will be listened to. Their views and their aspirations will be central to the assessment and provision that is provided by the school.

How will I know how the school supports my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENCo and external verifiers
 2. ongoing assessment of attainment and progress made by all pupils
 3. work sampling on a termly basis.
 4. regular scrutiny of planning.
 5. teacher meetings with the SENCo
 6. pupil and parent feedback when reviewing target attainment
 7. whole school pupil progress tracking half-termly
 8. attendance and behaviour records
- Information on the quality of teaching will be collated in a report to governors.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are aspirational and demonstrate the high expectations we have of our learners but contain an awareness of individual needs. Progress and attainment against these targets is tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in half termly meetings that are undertaken between the class teacher and the school's Assessment Manager.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model as part of Quality First Teaching (differentiation and provision made within lessons).
- If after a Quality First Teaching approach a class teacher still has concerns, an Expression of Concern will be made to the SENCo and the learner's needs will be investigated further.
- If this investigation indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Special Educational Needs Support Service (SENSS)
 2. Behaviour Support Service
 3. Dyslexia Centres
 4. Autism Outreach Team
 5. Hearing Impairment team
 6. Visual Impairment team
 7. Educational Psychologist Service
 8. Educational Welfare Officers
 9. Physical and disability support service
 10. Social Services
 11. School Nurse
 12. CAMHS (Child & Adolescent Mental Health Service)
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will the curriculum be matched to my child's needs?

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parent's Evenings. Parents may also find the home-school diary a useful tool to use to communicate with school staff.
- Parents with children who require SEN Support will be invited to discuss their child's progress with the class teacher and the SENCo every term. At this meeting we will review the learners' progress against the previous targets set and work together to plan the next steps.

How will you help me to support my child's learning?

- The class teacher or SENCo may also suggest additional ways of supporting your child's learning which will be discussed with you and detailed on individual education / support documents.
- Each class hold a Parent/Carer Information meeting at the start of the academic year and there are Parent's Evenings during the year where further useful information will be given.

What support will there be for my child's overall well-being?

Leek First School values the whole child and offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governors.
- Small group interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with a diagnosis of dyslexia and those who have dyslexic tendencies.
- How to support pupils on the autistic spectrum
- Ways to support traumatised children

Enhanced training has been provided to some staff, Teaching Assistants and Higher Level Teaching Assistants (HLTA) on:

- Talking Partners
- English as an additional language
- Safe and appropriate use of physical restraint for named individuals

Specialist training has been provided to the SENCo on/via:

- Attendance at the termly SENCo Update
- The SEN Coordination award

- The school has regular visits from SENSS specialist teachers and, when appropriate, the Behaviour Support Team who provide advice to staff to support the success and progress of individual pupils
- The school has regular visits from a member of the Vision Impairment Team and a Teacher of the Deaf to provide advice to staff and support the success and progress of our pupils with sensory needs.
- The SENCo and relevant staff work alongside Key Learning Centres for dyslexia and physical development.
- The NHS Speech and Language Therapists work with pupils which we refer to them and the work undertaken is followed up by school staff after communication via verbal or written methods.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- There are various routes onto the school grounds and into the building some of which do not have steps to ensure that the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability
- A private room has been provided in order to enable a safe place for insulin testing/injections
- The school has an Accessibility Plan.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil transition. These include:

On entry to our school:-

- A planned programme of visits are provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

- The transition programme in place for pupils in Y4 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN or additional needs.
- The annual review in Y3/4 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding the choice of their child's next school.

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition and all records will be passed on.
- The records of pupils who leave the school mid phase will be transferred within five working days of us being informed that the child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources:

A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit);

The Notional SEN budget

The Pupil Premium funding for pupils who meet certain criteria

In addition, for those pupils with the most complex needs, the school can apply for and may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

How is the decision made about how much support my child will receive?

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the class teacher, SENCO or senior leadership team member
- during parents evenings

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENCo
- The Headteacher
- For complaints please contact the School Governor with responsibility for SEN. Their name is Lynne Dornan and she can be contacted via the school office - email office@leek-first.staffs.sch.uk Telephone - 01538 483200.

Support services for parents of pupils with SEN include:

- **Parent Partnership** <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on spps@staffordshire.gov.uk.
- **Parent In The Know** newsletters
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

