

Padiham Green Church of England Primary School

St Anne's Street, Padiham, Lancashire, BB12 7AX

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PADIHAM GREEN CHURCH OF ENGLAND PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY JANUARY 2024 - 25

INTRODUCTION

SENDCO: Mr M Tranmer

School's SEND Governor: Mrs Suzanne Boden

Link to school's SEND Information Report: <https://www.padihamgreen.lancs.sch.uk/page/send/75921>

This policy explains how Padiham Green Church of England Primary School makes provision for pupils with Special Educational Needs and disabilities (SEND). The policy has been written to reflect current legislation and other school policies:

- **The Children and Families Act 2014**
- **Equality Act 2010: advice for schools DfE Feb 2013**
- **Special Educational Needs and Disability Regulations 2014**
- **Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)**
- **Schools SEN Information Report Regulations 2015**
- **Current Statutory Guidance on Supporting pupils at school with medical conditions**
- **School's Safeguarding Policy**
- **Current teachers standards**
- **Current teaching assistant standards**
- **Equality and diversity policy**
- **School's behaviour policy**
- **Complaints policy**
- **Positive handling policy**
- **General Data Protection Action 2018 and Protection Regulations 2017**
- **Teaching and learning policy**
- **Current Keeping Children Safe in Education guidance**
- **School's Accessibility Plan**

Our Vision Statement - Padiham Green is a Christian school where everyone is valued.
We want our children to LOVE, LEARN and SHINE on their journey.

- We want all our pupils to feel safe and loved.
- We want to develop a love of learning where children know and remember more and be prepared for their lives beyond Padiham Green.
- We want to give all children the opportunity to reach their full potential and shine.

How we live out our vision - As a school family we follow the example set by Jesus to set good examples to all our learners. Using Gospel Values, we guide everyone along the right path, so that they may experience 'Life in all its fullness' (John 10:10).

Love - Faith - Hope - Thankfulness - Respect - Forgiveness

Definition of Special Educational Needs and Disabilities

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction; difficulties;
- Sensory and/or physical needs.
- Cognition and learning;
- Social, emotional and mental health

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Aims:

- To identify pupils with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods;
- To identify pupils of all ability who are underachieving and to act upon this;
- To support children to make the best progress of which they are capable;
- To maintain appropriate records and to monitor pupil progress;
- To provide full access to the National Curriculum. By providing full participation for pupils with SEND, the promotion of good practice for all pupils will be encouraged;
- To develop partnership with parents in the education of their child;
- To encourage success for all pupils, whatever their level of ability;
- To continue to develop a whole school approach to meeting the needs of pupils.
- To provide support and advice for all staff working with pupils with SEND.

We aim to provide every child access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Jesus said, “Come, follow me.” Matthew 4:19

Our school community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

We aim to maintain an ethos that encourages curiosity and life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures.

We are committed to meeting the special educational needs of pupils and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We aim to raise the aspirations of and expectations for all pupils with additional or special educational needs.

This policy aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

Good practice for children with special educational needs is good practice for all children.

Objectives:

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Schools and Educational Psychology Service, Speech and Language Therapy, Specialist Teachers and Children and Adult Mental Health Service CAMHS.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and play leaders in the playground.

Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Lisa Tyrer (Headteacher).

The person co-ordinating the day to day provision of education for pupils with SEND is Mark Tranmer (SENDco).

Contact details are: 01282 776855; m.tranmer@padihamgreen.lancs.sch.uk.

The implementation of the SEN Code of Practice 2014 will be through the school's SEND Policy and Local Offer. Both the school's SEN policy and Local Offer will be reviewed annually.

Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

- The Padiham Green Primary School's SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Lancashire's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

Identification of pupil's needs

The school recognises that a child or young person has a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the *2014 Code of Practice*, the school accepts that a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

There are four broad categories of SEND as identified in the Code of Practice. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Padiham Green school we identify the needs of pupils by considering the needs of the whole child -which will include not just the special educational needs of the child or young person.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

Other factors that are not a special educational need but may impact on progress and attainment are:

- 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
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A child's behaviour is not described as a SEN. Concerns relating to children's behaviour will be described as an underlying response to a need which we will recognise, identify and address.

A graduated approach

The school's child-centred, graduated approach is underpinned by an *Assess, Plan, Do, Review* cycle in the identification of SEN. 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. This is supported by the *high levels of Quality First Teaching which takes place in every lesson*.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil; details of previous progress and attainment; comparisons with peers and national data; as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; that barriers to learning are clearly identified and being overcome; and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if it is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected; and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs; the support that is being provided; any particular teaching strategies/approaches that are being employed; and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

A diagnosis of a need does not necessarily mean that a child has SEN and will require SEN provision.

Referral for an Education, Health and Care Plan (EHC Plan)

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 not 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.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best and we celebrate achievements at all levels.

Inclusion of pupils with SEND

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on a class provision map, which are updated when the interventions are changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These 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.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management

Links to support services and outside agencies

The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents. We may work with outside agencies such as Educational Psychologist, Social Services, School Nurse, Community Paediatrician, and Occupational Therapy.

Working in partnerships with parents

Padiham Green Church of England Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

Jesus said, "Come, follow me." Matthew 4:19

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up with regards to the provision for their child. The school's SEND Governor Mrs. S Boden may be contacted at any time in relation to SEND matters.

Our Local Offer can be viewed on our website https://www.padihamgreen.lancs.sch.uk/serve_file/16982643

Parents may also wish to view Lancashire County Council's new website for SEND at <http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

This policy will be reviewed annually by the school SENDCO.