

SEN policy and information report



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1. Aims

At Glynne Primary School we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities. Our educational aims for children with special educational needs and /or SEND are the same as those for all children in school. Special educational needs may be experienced throughout, or at any time during their school career. We believe at Glynne that every teacher is a teacher of every child, including SEND.

We aim to provide every child with access to a broad and balanced education, including the extended curriculum (such as school trips and before and after school clubs). Every effort is made to ensure that the needs of all pupils are met and they have access to the National Curriculum, in line with the Special Educational Need Code of Practice 0-25 Guidance (2015). The SEN Code of Practice makes it clear that every teacher is a teacher of children with special educational needs and that high quality teaching in a mainstream classroom alongside their peers is the first stage in provision for all children with SEN.

At Glynne Primary we see that a child centred approach is fundamental to raise the aspirations and expectations of all pupils with SEND and provide equal opportunities for all. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families. We aim to put the child and their family at the heart of discussions, working alongside parents and supporting them in understanding SEND practices and procedures.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- › [Keeping Children Safe in Education 2019](#),
- › [The Equality Act 2010](#), which set out schools' responsibilities for discrimination law, covering all the types of discrimination that are unlawful.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs T. Parker.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

At Glynne we adopt the definition of SEND as stated in the Special Educational Need Code of Practice 0-25 Guidance (2015). 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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including

the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record. We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

When moving between phases or to new settings the SENCo will:

- Liaise closely with the staff when receiving and transferring children to and from different settings, ensuring all relevant paperwork is passed on and all needs are discussed and understood –
- Encourage all new children to visit the school or other provider prior to starting
- Create social stories/transition booklets with/for the children that transition is likely to prove challenging for
- If your child has complex needs then an EHCP review will be used as a transition planning meeting to which we will invite staff from both settings
- Transition between phases/year groups within the school will be dealt with as part of our annual programme of transition and handover to the next year or phase. *Where appropriate, further*

transition meetings are carried out between school and home and an enhanced transition may be arranged.

At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many other settings also run programmes specifically tailored to aid transition for more vulnerable pupils at the end of each phase of education. We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. The school follows a Graduated, Approach (Whole School) to SEN Support. Teachers oversee the work of any support staff in their lessons and collaborate with any specialist staff.

If a child's progress is below their expected level they may be discussed at pupil progress meetings. It may be felt that they would benefit from taking part in an intervention programme. Interventions are tracked on a whole school intervention record (Impact of Intervention Form), which is updated termly and is used to measure the progress and effectiveness of interventions.

Children, parents/carers and teaching and support staff are directly involved in the reviewing progress. This review can be built in to the intervention itself or can be a formal meeting where we discuss progress and next steps.

If a learner has an Education Health and Care Plan (EHC Plan) the EHC plan will also be formally reviewed annually. Teachers and LSA's are involved in completing Impact of Intervention forms on a half termly basis and this.

If a child has taken part in an intervention and when reviewed it is felt the child has not made expected progress, it may be felt that an external agency may need to be involved. At this point the school may decide, in collaboration with the parent/carer, to place a child on the SEN register at SEN Support. The additional support will be tailored with support from specialists; this may take the form of small group work in class, withdrawal groups or some 1:1 support.

The children will have an Individual Provision Map that is reviewed termly. Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision.

Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school through intervention. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

We are also able to offer the following interventions:

➤ Precision Teaching

Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining a specific skill. Precision Teaching is delivered by a LSA

➤ Speech and Language Interventions

Speech and language therapy is concerned with the management of disorders of speech, language and communication. Speech and language therapists (SLTs) are allied health professionals. They work closely with parents, carers and other professionals, such as teachers, nurses, occupational therapist and doctors. Speech and language aims are written by the speech and language therapist and these aims are addressed in school by a class teacher or teaching assistant.

➤ Get Moving

The activities are planned jointly by Dudley's physiotherapy and occupational therapy services and are intended to improve co-ordination and concentration. This is a 10-15 minute daily intervention programme delivered by a teaching assistant.

We have a range of interventions on offer that are outlined on our Whole School Provision map.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants including Level 2 and Level 3 who are trained to deliver interventions such as those listed above.

These interventions are planned in liaison with class teachers, phase leaders and the SENCO. Teaching assistants may support pupils on a 1:1 basis within the classroom or in withdrawn sessions in accordance with the individual's need and appropriate plan (Learning Plan/EHCP). Teaching assistants will also support pupils in small groups within the classroom or in separate rooms in accordance with the demands of the curriculum, the programmes they are leading are based upon needs of the pupils.

To further support SEND provision in school we work closely with a number of agencies to provide support for pupils with SEN including:

- Dudley Educational Psychology Service
 - Speech and Language Therapy
 - Learning Support Services (LSS)
 - Social Care
 - Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)
 - Child and Adolescent Mental Health Service (CAMHS)
 - Occupational Therapy (OT)
 - Physiotherapy
 - Visual Impairment Service

- Hearing Impairment Service
- Autism Outreach Service (AOS)
- Physical Impairment/Medical Inclusion Service (PIMIS)
- Sycamore Outreach Team
- School Nurse

5.9 Expertise and training of staff

Our SENCO is an experienced teacher, and in 2020 achieved the National Award for Special Educational Needs Coordination from Birmingham University.

They are non- class based and are allocated two days throughout the week to manage SEN provision.

We have a team of teaching assistants, including level 2 and level 3 who are trained to deliver SEN provision.

In the last academic year, staff have been trained in:

- Dyslexia Friendly Schools
- Speech Language and Communication –A communication Friendly Environment
- Emotion Coaching
- KCSiE- Keeping Children Safe in Education
- Contextual Safeguarding
- Peer on peer abuse
- Aces and Childhood Trauma
- Safeguarding Different Types of Abuse
- NSPCC Signs of Childhood Abuse

5.10 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Glynne Primary School has an accessibility plan. It is available to view on the website. This plan is reviewed every three years, barriers are identified, and plans put in place to remove them.

5.13 Support for improving emotional and social development

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of lunchtime clubs, playground buddies and afterschool clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

As a school we work closely with any external agencies that are available to support individual children's' needs within our school. These include the Pupil referral service (PRS), Health services including: GPs, (school nursing service), CAMHS (Child and Adolescent Mental Health Service), clinical psychologists, paediatricians, speech and language therapists (SALT), occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers and educational psychologists and specialist advisory teachers.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO/headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Dudley Special Educational Needs & Disability Information, Advice & Support Service (SENDIASS)
For parents or carers of a child or young person with special educational needs (SEN) or a disability, or a child or young person up to the age of 25 with special educational needs or a disability.

Telephone Helpline: 01384 817373 Website: <https://www.dudley.gov.uk/dudleysendiass>.

5.17 Contact details for raising concerns

As a school we firmly believe that the special educational needs of pupils are best met when there is effective collaboration and communication between school, families, pupils and other agencies. We aim to foster good working relationships with all of these groups, especially parents. 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 SENCO or Head Teacher, who will discuss the issue and make every effort to resolve the problem.

5.18 The local authority local offer

Dudley's local offer is published here: <https://www.dudley.gov.uk/resident/localoffer/>

Dudley's Local Offer is a one stop resource of information and services available to children and young people (aged 0 -25) with Special Educational Needs and/or Disabilities (SEND), their parents, carers and families

6. Monitoring arrangements

This policy and information report will be reviewed by T.Parker (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Record Keeping

The school complies with statutory requirements regarding storing and managing information and data protection.

- We will hold records in line with our records retention schedule
- Records are kept confidentially and in line with GDPR
- Information is only shared with other agencies with consent from parents/carers.
- All sharing of records is done securely.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions