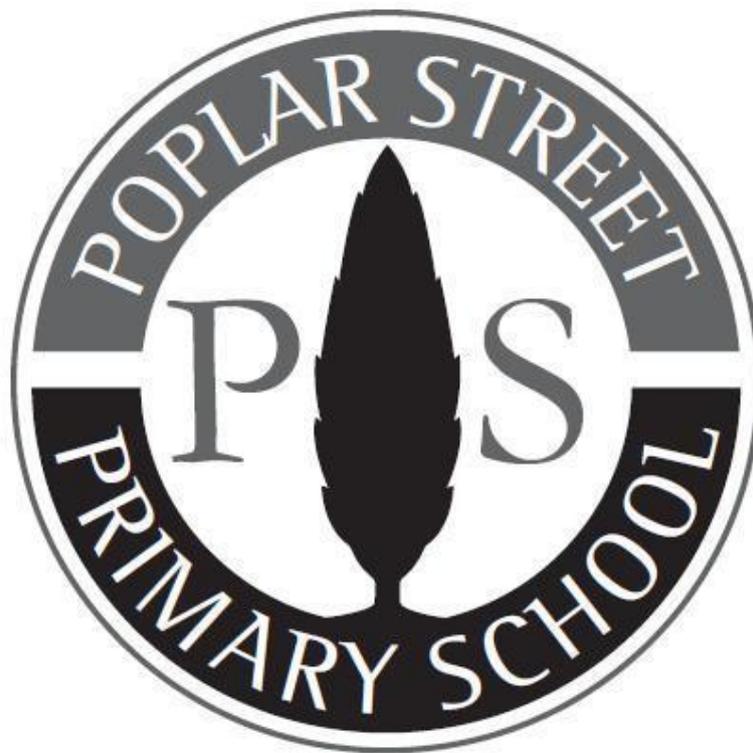


Poplar Street Primary School



Special Educational Needs and Disabilities Policy 2016/17

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Purpose of this policy: To outline the special educational and disability provision for pupils at Poplar Street Primary School.

Our aims:

- Ensure that the arrangements made for pupils with special educational and disability needs are in line with the requirements: *Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and SEND Code of Practice 2014.*
- Ensure we provide a planned curriculum designed to support children in achieving their potential and develop their abilities.
- Ensure that pupils with special educational needs and disabilities are able to take part in all the activities of the school, including those that take place outside of school.
- Ensure that pupils are involved in decisions made about them and their education.
- Ensure parents are involved in school life and informed about their children's progress.

Definition of Special Educational Needs

'Children have special educational needs if they have a learning difficulty or a disability which calls for special educational needs provision to be made for them.'

Children have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of their peers of the same age
- Have a disability which hinders or prevents them from making use of the educational facilities generally provided for children of the same age in schools
- Are under compulsory school and fall within either or both definitions above.

School staff who work with SEND children and their parents

- The Head teacher, SENDCo and EYFS SENDCo ensure that school's provision for pupils with additional needs is met and pupil's progress is evaluated on a regular basis. The SENDCo and EYFS SENDCo meet with the SEND Governor on a regular basis to discuss provision.
- The SEND Governor monitors and evaluates provision and reports to the Governing Body.
- Class teachers provide a planned curriculum that meets the needs of all pupils in their care. They monitor and evaluate progress, and set targets for pupils. They report to the SENDCo / EYFS SENDCo any pupil who may be causing concern and are responsible for the review and updating of IEPs (individual education plans) on a regular basis.
- Special Needs Assistants and Teaching Assistants provide planned programmes of work according to pupils' identified targets,
- Learning Mentor / Behaviour and attendance officer Ann-Marie Barnes
- Midday supervisors are advised of pupils who may require more support and given strategies to support pupils during lunch times.

Identifying special educational needs

It is important that pupil's special educational needs are identified as early as possible.

In school all teachers are teachers of pupils with special educational needs and are therefore responsible for identifying pupils with SEND as early as possible.

This could be through:

- Teacher observation
- Teacher assessment
- Statutory assessments
- Screening or assessment tools used by the school
- Information passed on by previous schools
- Information from parents / carers

Where a child enters mid-year or after Foundation year, the SENDCo / EYFS SENDCo liaises with staff from the leaving school, who will transfer all paper work.

The class teacher will discuss concerns with the SENDCo / EYFS SENDCo. These concerns will be discussed further at termly SEND review meetings.

We aim to inform parents as soon as it is considered that a pupil may have a special educational need. Initially, parents will meet with the class teacher, where they will be asked to sign an acknowledgement that their child has been placed on the SEND register, and their level of need.

SEND provision at school

All pupils have access to a broad and balanced curriculum, which is planned to take account of any special educational needs they may have.

Pupils are supported by

- Specially prepared learning materials
- The use of appropriate IT equipment
- Deployment of teaching assistants
- Intervention teachers
- Individual and group teaching sessions
- Specialist equipment and resources
- Specialist intervention programmes within waves of provision
- Social skills programmes
- The role played by schools in social services assessments
- Seeking the support of outside agencies

Special Needs Register

When a pupil has been identified as having a special need, following discussion and with the agreement of parents/carers they will be placed on the Special Needs Register. Dependent upon the level of need identified it may be Wave 2 or Wave 3; they will be given targets to address the specific need identified on an IEP (Individual Education Plan).

The targets on the IEP are formulated in collaboration with; the child, parents/carers, class teacher, teaching assistant and SENDCo / EYFS SENDCo. All staff work hard to ensure the targets set are specific to the pupil's needs, measurable and achievable.

At Poplar Street the criteria used to identify special educational needs are;

- A pupil working significantly behind their peers requiring additional learning support and may have support from specialised outside agencies.
- A pupil who has a medical diagnosis of a condition that requires them to have a significant amount of additional support to enable them to access the same educational provision as their peers, in order for them to make adequate progress.

Education Health Care Plans

Most pupils with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Education Health Care needs assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the pupil, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

One of the significant changes arising from the new code of practice is the replacement of the current Statement of Special Educational Needs, for those pupils with the most complex needs, with a new Education, Health and Care Plan. This will be supported by an Education, Health and Care Plan pathway. Pupils with existing statements will be transferred onto an Education, Health and Care Plan at Year 2 and 5. This will usually be completed through the annual review process. The new plan will provide the same statutory protection and rights as the Statement.

Local Offer

As part of the new Code of Practice July 2014. Local authorities must publish a Local Offer, setting out in one place information about provision 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.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The Local Offer should cover:

- Support available to all children and young people with SEN or disabilities from Universal services such as schools and GPs
- Targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services
- Specialist services for children and young people with SEN or disabilities who require specialised, longer term support.

Schools also are required to be transparent in what their setting offers in terms of support for pupils with Special Educational Needs.

Further information about the Local Offer is located on the school website under the Special Educational Needs section.

Record Keeping:

All the steps taken to meet pupil's special educational needs are recorded. The SENDCo/ EYFS SENDCo is responsible for these records, ensuring that they are available for those who need to access them. The records kept may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports,
- Paediatrician Reports or Educational Psychology reports

Assessment

The school's system for regularly observing, assessing and recording the progress of all pupils is used to identify pupils who are not progressing as well as their peers and who may have additional needs:

These systems include information provided by:

- Baseline assessment results profile points.
- National Curriculum descriptors for the end of a key stage.
- Progress measured PIVATs.
- Standardised screening and assessment tools.
- Observations of behavioural, emotional and social development
- Assessments by specialist services e.g. Educational Psychology, Speech & Language – identifying specific needs

Information management:

It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class as the pupil moves on.

At Poplar Street:

We ensure that all staff are made aware of individual pupil's special educational needs and what provision is made.

We ensure that all information is passed on to new teachers through our transition information exchange days, and all classes have a supply folder that makes them aware of any pupil with special educational needs and the strategies used to support them.

We ensure that pupil's needs are discussed and reviewed regularly, each term. Pupils with more complex needs are reviewed in a separate meeting with all parties involved. Where appropriate, pupils are fully involved in setting their own targets.

Working with Parents

Parents/carers know their children best, at Poplar Street we believe that working with parents/carers is vital in helping our pupils with special educational to get the most out of their education.

Parents/ carers are involved in:

- Review meetings that follow the 'Structured Conversation' format for more complex SEND pupils or on request or when appropriate for other pupils on the SEND Register.
- Developing the child's pupil profiles.
- Parents evenings
- Acting as voluntary helpers
- Providing breakfast and after school clubs for pupils
- Developing an 'open door' ethos towards parents which welcomes and values their views
- A non-teaching SENDCo/Learning mentor available to meet/speak with parents.
- Sharing information about their child
- Linking with Parent Partnership Services and relevant voluntary organisations.

Working with Pupils

At Poplar Street we believe it is important to listen to and act upon what pupils say about their needs and what sort of help they would like.

Therefore we:

- Involve pupils in their target setting
- Ensure that the views of the pupil are sought (School council)
- Encourage pupils to become involved in the wider life of the school
- Ensure pupil interviews form part of our monitoring and scrutiny

Working with LA Support Services

We work with a wide range of Support Services in Tameside that we can call upon to give us support and training for SEND.

At Poplar Street we have involvement from:

- Early help team
- Integrated services for young people
- Speech and Language Therapy Service
- Education Psychology Service
- Occupational health
- Specialist teachers for sensory impairments
- Special schools

SENDIASS (Formally known as Parent Partnership Services)

Parent Partnership Services provide information; advice and guidance on special educational needs and can provide independent parent support for all parents who require it.

This can be accessed through: www.tameside.gov.uk/sen/parentpartnership

Health Service and Social Service

Many pupils with SEND have support from or involvement with Health and/or Social Services. These pupils are helped best when all professionals work closely together.

At Poplar Street we:

- Liaise with professionals from the Health Service such as GP's, Paediatrician's, Health Visitors and school Nurses to seek advice and support for pupils.
- Ensure information on pupils' needs is shared amongst professionals
- Involve Health and Social Services professionals in reporting on pupils' needs and progress and in attending review meetings
- Implement the advice of health professionals, including the drawing up of Health Care plans

Admission to School

Our schools admission policy ensures that we will never refuse to admit a pupil to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place the arrangements that a pupil needs.

Disability Access scheme

Our arrangements are outlined in Poplar Street Primary School's Equalities scheme, it is updated every two years and can be found on our website.

Developing staff knowledge and skills.

Each year we gather information to help us identify the training necessary for all staff in school. This may be dependent upon the range of special educational needs in school at that time.

Training is provided in the following ways:

- In-house training
- Job shadowing
- Visits to cluster schools
- Mentoring
- Attending external training opportunities
- Participating in accredited training events

Funding provision for Special Educational Needs

The Age Weighted Pupil Unit and pupil premium (AWPU) is the sum of money provide to school for every pupil on its roll. Some of this money goes towards providing for children with special educational needs as well as for other pupils.

The Pupil Premium is a grant given by the government for the education benefit of disadvantaged pupils registered at school. It is allocated to schools in two parts:

- Pupil Premium for pupils known to be eligible for free school meals (FSM) and service children in mainstream schools.
- Pupil Premium for looked after children (LAC) and pupils eligible for FSM in non-mainstream settings,

Evaluation of our SEND policy

The Governing Body has a duty to evaluate the provision school makes for pupils with SEND.

It does this in the following ways:

- Parental views are sought through questionnaires, individual discussions with class teachers and SENDCo
- Progress of SEND pupils is measured
- External support services are engaged when a need is identified
- Continuing professional development of all staff
- Encouraging all pupils to participate fully in the life of the school

Complaints

We are always available to talk to parents/carers and listen to any concerns they might have. We will always do our best to respond to the concerns raised with us. If a parent/carer feels that their concerns are not being responded to, school has a formal complaints procedure; details are available on our website.