



Grove Lea
Primary School

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Grove Lea Primary Special Educational Needs Policy

Vision

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Definition of Special Educational Needs and the four areas of need

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age. Have a
- disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children of two or over, educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area. This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

The areas of need are:

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

Behaviour, Emotional and Social Development Difficulties

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

Sensory and/or Physical Difficulties

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEND List or both. Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEND.

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Achievement

Identification and Assessment

The importance of early identification

The benefits of early identification are widely recognised; identifying need at the earliest point that a need presents itself, and then providing good interventions, improves long-term outcomes for the child.

Whilst for many children and young people, their needs can be identified at birth or at an early age, some difficulties only become evident as children grow and develop. It is therefore important that all those who work with children and young people are alert to emerging difficulties and respond early. In particular, parents know their children best, and it is important that all professionals listen and understand when parents express concerns about their child's development.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENDCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a statutory assessment, they should provide the LEA with a record of their work with the child including the arrangements they have already made.

Each year group throughout the school are set appropriate and challenging targets for each individual child. Academic achievement is tracked against personal targets and National standards.

Teaching and Learning

Pupil Participation

The school actively encourages the involvement of children in their education. We therefore:

- Involve the child in decision making regarding the methods by which their individual needs will be met
- Invite the child to attend all or part of review meetings
- Discuss the purpose of assessment arrangements and the implications of the Learner Profiles / Supporting Me to Learn Plans with the child

- Encourage the child to comment on his or her SEND provision through an appropriate medium
- Involve the child in the implementation of the Learner Profiles / Supporting Me to Learn Plans
- Aim to further develop the child's self-confidence and self-esteem.

Parent/Carer Participation

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them'

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We therefore:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carers to attend all review meetings
- Discuss the purpose of assessment arrangements and the implications of the Supporting Me to Learn Plan with the parent/carers providing them with a copy of the plans
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in their Supporting Me to Learn Plans
- Encourage the parent/carers to comment in writing on their child's SEND provision
- Ensure the parent/carers are aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

Teachers

Clearly identify the role of teaching and support assistants. They will:

- Provide quality first teaching
- Plan for progression and differentiation
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Work with the SENDCO to decide the action required to assist the pupil to make progress
- Work with the SENDCO to collect all available information on the pupil
- Develop and review Learner Profiles / Supporting Me to Learn Plans for pupils
- Work with SEND pupils on a daily basis to deliver the individual programme set out in the IEP
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- To keep parents informed of pupil progress
- Work with the SENDCO to identify their own training needs around SEND

Learning Support Assistants

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources Attend liaison, team and service meetings and undertake appropriate INSET Work alongside the SENDCO and teaching staff in the preparation of Learner Profiles / Supporting Me to Learn Plans

Provision

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years/previous setting. If the child already has an identified special educational need, this information may be transferred through discussions and the SENDCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment
- Involve parents in implementing a joint learning approach at home
- Provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

Nature of intervention

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment.

This may include:

- Different learning materials or special equipment
- Some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Access to LEA
- Staff development and training to introduce more effective strategies.

Behaviour and Safety

All staff consistently adhere to and apply the school Behaviour and Discipline policy, to ensure that children's behaviour is conducive to learning. Please see the Behaviour and Discipline policy for further information.

Learning Mentor

Our Learning Mentor provides support and guidance to children, young people and those engaged with them. She works to remove barriers to learning in order to support effective participation, enhance individual learning, raise aspirations and achieve full potential. She is a skilled practitioner, who works from strengths based, person centred perspective. The aim of the Learning Mentor is also to improve attendance and punctuality, broaden the support network for children by working with families / carers, teachers and outside agencies, as well as supporting the children's social and emotional growth.

Liaison with other agencies

The school works closely with the staff from other educational settings, as well as a range of services as and when required. Wakefield LA is equipped with a team of advisory staff who may be called upon to advise and support, for example advisory teachers, learning support, educational psychologists and speech and language (therapist working within school). Advice and expertise is drawn from Social Services and Health Authority employees. We also work in partnership with the Education Welfare Department.

The school values the importance of developing effective relationships with other neighbourhood schools, secondary schools and special units.

Leadership and Management

The role of the SENDCO in mainstream primary schools

The SEND Coordinator (SENDCO) responsibilities may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers managing learning Support assistants
- overseeing the records of all children with Special educational needs
- liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services.

Analysis and Monitoring children's progress

At Grove Lea we have high expectations and aspirations for what children and young people with SEND and disabilities can achieve. All children and young people should have an appropriate education with opportunities to achieve their goals and aspirations and where their voice is heard. Education should always build on what has gone

before; ensuring a child or young person continues to make progress and ultimately preparing them to make successful transitions.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

The senior management team and SENDCO termly analyse results, as well as holding termly pupil progress meetings.

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

- The Governing Body, having regard to the Code of Practice: Ensure
- appropriate provision is made for any child with SEND
 - Reports annually to parents on the school's policy for children with SEND
 - Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
 - Appoints a representative of the Governing Body to oversee SEND provision
 - Ensure discussions with parents regarding SEND matters at relevant meetings
 - Ensure that pupils with SEND are fully involved with school activities
 - Ensure they are involved in developing and reviewing SEND Policy

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head Teacher and SENDCO keep the Governing Body informed of all developments with regard to SEND.

Admissions

In every instance, when a parent seeks a place for a child at Grove Lea Primary School, the senior leadership team/admissions

- Ascertains whether or not the child is the subject of a statement (parents are to record this information on the school's admission form)
- Informs the parent that the child cannot be admitted to the school if it is not named in the statement until the LA have been consulted
- Informs the LA that an approach for admission has been made.

Admission Arrangements:

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEND including pupil profiles and the most recent Learner Profile/Supporting Me to Learn Plan when a child is transferring from another school.

Complaints Procedure

The school's complaints procedure is outlined in the School Prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Monitoring, Evaluation and Review of SEND Policy and Guidelines

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations prepared by the senior leadership team
- Termly evaluations of the quality of learner profiles/supporting me to learn plans
- Collation of children's and parent's/carer's comments following review meetings

Appendix 1

Writing Learner Profiles/Supporting Me to Learn Plan

The Learner Profile is a summary of a child's needs/strengths and how they work best/strategies that work and are reviewed annually, or if and when a need changes, e.g. diagnosis

The supporting me to learn plans are written and reviewed a minimum of three times a year, sooner if targets are achieved.

They include:

- The child's strengths, successes, difficulties and current attainment
- Short-term targets relating to addressing the key barriers to learning for the child.
- Pupil (where appropriate) and parental comments/views and what all stakeholders will do to support achievement of child's targets
- The teaching strategies to be used
- Support provided by agencies if required
- The provision to be put into place
- Timescales to achieve targets
- When the plan is to be reviewed

Outcomes (to be recorded when reviewed).

Conducting Learner Profile/Supporting Me to Learn Plan Reviews

At the review meeting the child's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions:

- What are the child's current levels of attainment relating to targets?
- What progress has the child made towards meeting the overall objectives set?
- What are the parents'/carers' views of the child's progress?
- What are the child's views of their progress?
- Is the current provision appropriate to the child's needs? What targets should be set?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs and therefore do they need to involve other agencies?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- The school and other professionals can use to plan provision and support for the child.

School request for a statutory assessment

Where a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need

documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

This information may include:

- Records of regular reviews and their outcomes
- A child's My support Plan (showing support provided in school and outlining needs of the child)
- The pupil's health including the child's medical history where relevant National Curriculum attainment

Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist views of the parents and of the child

- Involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through and Education, Health and Care Plan.

Education Health and Care Plan Annual review of special educational needs

Every EHCP must include at least 12 sections, but each local authority can decide how to set these out. The sections are: A: The views, interests and aspirations of you and your child or the young person. B: Your child's or young person's special educational needs. C: Health needs related to their SEN or to a disability. D: Social care needs related to their SEN or to a disability. E: Planned outcomes for your child or the young person. F: Special educational provision. Provision must be specified for each and every need shown in section B. G: Any health provision required that is related to their SEN or to a disability. H1: Any social care provision that must be made for your child or young person under 18. H2: Any other social care provision required that is related to their SEN or to a disability. I: The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended. J: Details of how any personal budget will support particular outcomes and the provision it will be used for. K: The advice and information gathered during the EHC needs assessment

You can read the full list of what must be included in each section in the SEND Code of Practice sections 9.62 and 9.63.

For a child who has an Education, Health and Care Plan (EHCP), the LA has a statutory duty to formally review this at least annually with the parents, the pupil and all other agencies involved. Review Meetings are organised in school by the SENDCO. The school and professionals involved consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENDCO of the receiving school should be invited to attend the final review in primary school, to allow the receiving school to plan appropriate support to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

The review aims to:

- Assess the child's progress towards meeting the outcomes
- Review the educational progress made by the child
- Consider the effectiveness of the EHCP in light of the child's progress
- Set new targets for the coming year, or determine whether amendments are necessary
- Record information which the school and other professionals can use to plan provision and support for the child.

Signed : _____(Headteacher) Date: _____

_____ (Chair of Governors) Date: _____