# SEN policy and information report

# Clapgate Primary School 2021

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# Aims

 **Our Mission**

**Throughout school, from Nursery to year 6, we will:**

• Create memories

• Nurture talents

• Spark curiosity

• Raise self-esteem and aspirations

• Equip all children with the skills and attitudes they need to be happy, successful and caring individuals

**Our Values**

**Central to our decisions about the curriculum and our approach are the key words that form the basis of our learner profile.**

These are our golden threads:

• Spark – we want children to be imaginative and creative

• Grit – we want our children to be motivated and resilient

• Team – we want our children to be communicators and collaborators

• Humanity – we want our children to be respectful and caring

• Knowledge – we want our children to be knowledge seekers and keepers.

We are a fully inclusive school that aims to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs.

We value all children and aim to ensure that they reach their potential by offering a broad and balanced curriculum and having high expectations.

The Special Educational Needs and Disabilities Code of Practice (2014) states that all children and young people are entitled to an education that enables them to make progress so that they:

* achieve their best
* become confident individuals living fulfilling lives, and
* make a successful transition into adulthood

We believe that all children with Special Educational Needs must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. The school strives to deliver appropriate curriculum to:

* Provide suitable learning challenges
* Meet the pupils diverse learning needs
* Remove the barriers to assessment and learning

Our SEN policy and information report aims to:

* Set out how our school will support and make provision for pupils with special educational needs (SEN)
* Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

# Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

* [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for pupils with SEN and disabilities
* [The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

# 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 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 **Victoria Woodhouse**

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 pupils and their parents are informed about options and a smooth transition is planned
* Work with the headteacher and governing board 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 is **Neil Whitaker**.

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 is **Natasha Singleton**.

The headteacher will:

* Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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, autism, speech and language difficulties
* Cognition and learning, for example, dyslexia, dyscalculia
* 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
* Moderate learning difficulties

**5.2 Identifying pupils with SEN and assessing their needs**

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. Assessment is a continuing process that can identify pupils who may have SEN. The school will measure children’s progress by referring to:

· Baseline testing-spelling and comprehension

· Evidence from teacher observation and assessment

· Pupil’s performance against age related expectations at the end of a

 key stage.

· Standardised screening or assessment tools.

· Other baseline testing

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**

Clapgate Primary School will have regard to the SEN Code of Practice (2014) 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 SEN provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children’s education.

Home school communication around SEND issues are detailed below:

* The class teacher is regularly available to discuss children’s progress or any concerns parents may have and to share information about what is working well at home and school so similar strategies can be used.
* The SENCO is available to meet with parents to discuss children’s progress or any concerns/worries they may have.
* All information from outside professionals will be discussed with parents and with the person involved directly, or where this is not possible, in a report.
* Individual Learning Plans will be reviewed with parental involvement each term as appropriate.
* Homework will be adjusted as needed to children’s individual needs.
* There are a number of parent support groups such as SENDIASS to offer support to parents whose children have SEND.
* The school’s Therapeutic Team and Care and Support Worker are regularly available.

The views of the child are equally important and as a school we will take steps to ensure that the voice of the child is heard at each stage.

Through the points detailed above, we 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.

**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 or subject 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 and behaviour
* Other assessments where relevant, e.g. standardised reading and spelling tests, Boxall profiling.
* 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.

Most children on the SEN register will have a Learning Plan or SEMH plan to support the graduated approach. They are created by the class teacher with an outcome focused approach. Parent and child views are sought within the process and targets shared with everybody involved with the child. The plans are child centred and will be monitored and reviewed at least termly to ensure support is effective and interventions are impactful. The Individual Learning Plans are target driven and aim to ensure all children will achieve, make progress and achieve success.

**5.5 Supporting pupils moving between phases and preparing for adulthood**

Points of transition can be particularly challenging for children with SEND. At Clapgate Primary School we recognise this and support children through this process with a carefully planned approach. Children moving between phases complete transition booklets, as needed, with new and previous staff to prepare them for the change in phase. Where children are moving to a new school, including high school, we ensure that additional visits are made and have clear procedures in place for ensuring that all relevant information is shared with the new setting. 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.

We will also provide the following interventions:

* Small groups for teaching
* Talk Boost
* Phonological Awareness
* Personal speech and language therapy programmes
* Colourful Semantics
* Precision Teaching
* Read Write Inc
* Dough Disco
* Key Word Readers
* Reading Fluency
* Active Literacy Kit
* Nessy
* Alphabet Arc
* Motor skills programme
* Lego Therapy
* Sensory Circuits
* Social Stories
* Time To Talk
* Socially Speaking
* Zones of Regulation
* Daily Circle Time
* Life Skills
* Nurture Group

**5.7 Adaptations to the curriculum and learning environment**

We are strong advocates that all teachers are teachers for children with SEND. Our teaching, learning and planning procedures reflect this and are as follows:

* Provision mapping for all children on our SEND list—including reviewing of outcomes at the end of each cycle.
* Individual targets
* Differentiated learning 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.
* Use of B squared/PK standards to track progress
* Multi-sensory activities
* Use of visual aids
* Resources to scaffold learning while supporting independence
* Data analysis through the school tracking system
* Pupil progress meetings with class teacher and senior leadership team

**5.8 Additional support for learning**

We have a strong team of teaching assistants who are trained to deliver interventions a variety of evidence - based interventions, such as Active Literacy and Reading Fluency. As a school, we are continually working to develop the skills of our teaching assistants and maximize their impact on outcomes for children.

Teaching assistants may also be required to support children on a 1:1 basis to support the child to access school and the curriculum we offer.

We work with the following agencies to provide support for pupils with SEN:

* Chatterbugs (Speech and Language Therapists)
* SENIT
* STARS (Autism team)
* Educational Psychology Team
* Impact North
* JESS Cluster
* Area Inclusion Partnership
* SENDIASS
* Reach Primary Learning Centre
* Social Care
* School Nursing Team
* NHS Speech and Language Therapy Service
* Leeds CAMHS
* NHS
* BARCA
* Family Support Workers

**5.9 Expertise and training of staff**

Our SENCO has eight years' experience in the role of SENCO and joined Clapgate Primary School two years ago.

The SENCO is allocated four days per week a week to manage SEN provision.

We have a large team of teaching assistants who are trained to deliver SEN provision.

We use specialist staff for delivering a range of interventions, including: Nurture Group, Active Literacy Kit, Speech and Language Therapy.

**5.10 Evaluating the effectiveness of SEN provision**

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

* Reviewing pupils’ individual progress towards their targets each term through pupil progress meetings and data tracking
* Reviewing the impact of interventions after a pre-determined number of weeks (between 6 and 20) depending on the intervention.
* Using pupil questionnaires
* Monitoring by the SENCO (classroom observations, learning walks, review meetings)
* Use of provision maps
* Holding termly ISAR reviews (for those in receipt of Early Years Funding), annual Funding for Inclusion Reviews, annual EHC reviews.

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

Clapgate Primary School is a fully inclusive and as such we aim to ensure that all pupils can enjoy and take part in all the activities we offer.

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, etc.

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

Facilities are provided in school to support access for those with disabilities, these include ramps, lifts and disabled toilet facilities. For further information, please see the school accessibility plan.

The ethos of the school promotes equality for all and any unfair treatment of those pupils with SEND will be referred to the headteacher.

5.12 Support for improving emotional and social development

Supporting children in their social and emotional development is a key priority for Clapgate Primary School. We **have** a Therapeutic Support team **who support** children **with** social, emotional and mental health needs.

We use the Boxall profile to assess and set relevant targets for children. The development of the Nurture Group is a key aspect of our offer, along with a number of interventions to support understanding of emotions and self-regulation.

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

Clapgate Primary School works closely with another of outside agencies to ensure the needs of all children are met. (Please see list at 5.8). When needed school may refer to outside agencies for support and will also respond to requests for joint working when approached by other agencies. We recognise and embrace the importance of a joined - up approach to supporting children and their families.

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the 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

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

Please see the Leeds Local Offer Directory for a list of services to support your child: <https://leedslocaloffer.org.uk/#!/directory/7456>

* SEND Information Advice support service (SENDIASS) - 0113 3785020

5.16 Contact details for raising concerns

If you have any concerns about your child’s Special Educational Needs, please call the school office to arrange an appointment with Mrs Woodhouse (SENCO).

5.17 The local authority local offer

Our contribution to the local offer is: <https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/services-provided-under-leeds-local-offer/support-in-mainstream-schools>

Our local authority’s local offer is published here: <https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/special-educational-needs-disability>

# 6. Monitoring arrangements

This policy and information report will be reviewed by Victoria Woodhouse (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. 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
* Nurture Group Policy