



Special Educational Needs and Disability Policy

Completed by: Lianne Marshall (SENDCo)

SEND Co-ordinator: Lianne Marshall (SENDCo)

SEND Link Governor: Mary Wilson

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September, 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (June, 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- The National Curriculum in England: Key Stage 1 and 2 framework document, September 2013
- Safeguarding and child Protection Policy
- Accessibility Plan
- Teacher Standards 2012

SEND Policy Development

Our SEND Policy has been developed in consultation with children, parents, families, staff and Governors to ensure that all stakeholders have an input into the policy and procedures within the policy. Advice has been provided by Gill Baxby and the Tameside SEN Team and Nasen via the SEND Gateway at www.sendgateway.org.uk to ensure that the policy reflects the SEND Code of Practice Guidance, 0-25.

How parents and carers may access the policy

Copies of the SEND Policy can be found online at www.livingstone.tameside.sch.uk

The Tameside SEND Local offer can be found online at <http://www.tameside.gov.uk/localoffer/>

Alternatively, a copy of either document can be requested from the School Office.

SEND at Livingstone: Our beliefs and values

Every child deserves a fair start in life, with the very best opportunity to succeed.

At Livingstone Primary School we aim to be as inclusive as possible and wherever possible, we aim to remove barriers to learning. All children at Livingstone are treated as individuals with talents and abilities to be nurtured and developed as fully as possible.

At Livingstone, we believe that every teacher (and all support staff) is a teacher of every child, including those with SEN and/or a disability. We aim to provide a caring environment with high expectations and aspirations for every child.

At Livingstone we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our school will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

Aims

The aims of this policy are:

- to raise the aspirations of and expectations for all children with SEN and disabilities;
- to provide a focus on outcomes for children;
- to create an environment that meets the special educational needs of each child;

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- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all stakeholders;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are actively involved in supporting their child's education;
- to ensure that our children have an active voice in this process.

Objectives

- To identify and provide for children who have SEND needs and additional needs.
- To work with the guidance provided in the SEND Code of Practice, 2014.
- To operate a "whole child, whole school" approach to the management and provision of support for SEND.
- To provide a SEND Co-ordinator (SENDCo) who will work with the SEND Policy.
- To provide support and advice for all staff working with SEND children.
- To provide children with opportunities to voice their opinions about their own needs.

What are Special Educational Needs (SEN)?

At Livingstone we use the definition for Special Educational Needs and Disabilities as stated in the SEND Code of Practice (July 2014). A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (Page 94 of the SEND Code of Practice 0-25 years. July, 2014)

- There are four broad categories of SEN:
 - o communication and interaction
 - o cognition and learning
 - o social, emotional and mental health
 - o physical and sensory.

Individual children often have needs that cut across all of these areas and their needs may change over time.

What is a 'disability'?

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' **This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.**

How are Special Educational Needs identified?

Identifying children at SENS (SEN Support)

'SEN support' is used in place of the terms 'School Action' and 'School Action Plus' in accordance with the 2014 Code of Practice. It should be noted that having previously been supported at 'School Action' and 'School Action Plus' will not guarantee that the same child will be identified to receive 'SEN support'. An audit of the SEN register for 2016/17 was completed in September 2016 and children were placed into one of the SEN categories depending upon their key needs. Children with Cognitive and Learning needs were given a Pupil Passport identifying targets and support (see below for further details).

Children with medical or other needs are identified on the register and class provision map to identify how we can support any barriers to learning.

In addition, some children were added or taken off the register in accordance with the new guidance. Any children removed from the register will continue to be monitored by the class teacher and if there are any concerns children may be placed back on the register at any time. Parents and carers will be informed of this decision and the reasons for it. Children often move off the register when their individual needs are met and they are able to access the curriculum through differentiated teaching.

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring the progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and/or Headteacher and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

This can be characterised by progress which:

- 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

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and endeavour to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SENS on our SEN register.

Although the school can identify some special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have some form of disability (including ASD or ADHD).

The school and/or SENDCo may also seek support from a range of local services and educational psychologists. ISCAN (Integrated Services for Children with Additional Needs) information is readily available to all members of staff for guidance.

My child's progress is giving cause for concern; what happens next?

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. During these meetings you will be informed that your child's progress is giving the teacher 'cause for concern'. Results of assessments and reasons for concerns should be discussed and possible strategies to support the child should be identified. The teacher, in partnership with the parents/carers and child (where appropriate) will then apply the assess-plan-do-review cycle and agree this review date with parents/carers. Following this review, a decision will be made about whether your child will be added to the SEND register and reasons must be explained. It shouldn't come as a surprise to learn that your child is being identified as having SEN and we aim to engage parents/carers at every stage. Parents/carers will be asked to give parental consent at this stage.

My child is on the SEN register; how will their progress be monitored?

The 'Assess-Plan-Do-Review' cycle

If your child is being added to the SEND register for learning needs, parents/carers will be invited to a meeting to agree targets and support for your child. These will then be written into a Pupil Passport which will be discussed with the child along with their own views of school and learning. Records are kept of these meetings and copies are available to parents. Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress. School will endeavour to ensure that the meetings will take place at an agreed time to ensure parents and carers are able to attend.

Parents/carers will be invited to termly meetings to discuss progress against targets agreed as set out in the Pupil Passport. During these meetings:

- Evidence of progress against the targets and success criteria (assessments and other progress indicators) must be provided by the child, the parents/carers and the class teacher. Evidence will consist of work in books, data and knowing the children.
- The effectiveness of interventions and teaching strategies in enabling the child to make progress against their targets will be **reviewed using evidence of progress made**. It is important to note that this process should involve the views of the child first, then the parents/carers and, finally, the child's class teacher.
- Following this review of assessments, the teacher, child and parents/carers will agree a new plan of action, involving personalised target setting and success criteria to measure progress. This plan must also make clear the contribution to be made by the child, the parents/carers and the school.
- It is the responsibility of the class teacher to ensure that the child is given the opportunities access resources and/or ensure the child receives the necessary support in school.

Where a child continues to make slow progress, despite receiving high quality, targeted support, it may be necessary to conduct further assessments to investigate the root causes of the learning difficulties, so that these barriers to learning may be removed.

My child is on the SEND register; does this mean that they will always be on the SEND register?

No. The register will be audited, reviewed and up-dated on a termly basis by the SENDCo. Where barriers to learning have been identified, and effective strategies have brought about accelerated progress, it may be decided that the child no longer requires SENS and they will be removed from the SEND register.

Please note that this decision will be made based on evidence from a range of sources and formative and summative assessment. It may be necessary to retain some form of SENS to ensure that the child is able to continue to make good progress. Where the removal of support would be detrimental to the child's continued progress, they may remain on the SEND register despite improving their rate of progress.

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However, all pupils will continue to be monitored every half-term and during pupil progress meetings. If your child's progress becomes a cause for concern at a later date, the process for identification of SENS may result in your child being placed back onto the SEND register.

Paperwork for children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- A Pupil Profile will be completed at the start of each academic year which adopts a pupil centred approach to meeting the child's needs by ascertaining the children's own views on their learning.
- A class provision map, identifying needs of children on the SEND register.
- Priority 1 children will receive a Pupil Passport. The passport records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to remove barriers to learning and enable the child to achieve these targets. Parents are invited to a review meeting at the end of each term in which the targets are reviewed and the next ones set.
- Priority 2 children will be highlighted on the provision map and support will be identified. These children do not have a Pupil Passport with academic targets as they are able to access the curriculum through differentiated support. However, provision is put in place within the classroom to overcome any barriers to learning.

Parental/Carer consent will be requested to ensure parental engagement with supporting the child's SENS.

I feel that my child's SEN require specialist support; what will school do to support this?

All decisions about whether to make special educational provision should involve the class teacher and SENDCo considering all of the information about the child's progress, alongside national data and expectations of progress. This will include high quality and accurate formative accurate assessment, using effective tools and early assessment materials.

However, there are occasions where a child's complex needs and/or higher levels of need make it appropriate to draw on more specialised assessments from external agencies and professionals, including:

- Local services (EG. CLAS, BLIS, Speech and Language)
- Medical professionals (EG. Physiotherapist, Consultant Paediatrician)
- Educational Psychologists.

Please note that this list is not exhaustive and school will endeavour to involve external agencies and professionals to meet the needs of individual children, as appropriate.

Where necessary, parental consent will be requested. Reports and/or results of these assessments will be shared with parents/carers and teachers to inform the next assess-plan-do-review cycle.

Teachers and SENDCos will be pro-active in seeking advice where needed. Tameside's children's services teams are available for schools to access general advice about supporting our children. Again, if more specific, personal advice is required, parental permission will always be sought.

My child is not making progress at SENS; what happens next? Education, Health and Care Plans.

What is an Education, Health and Care Plan?

School will often be able to meet the needs of children through SEN support. But sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available to schools to provide SEN support. In these circumstances, school may consider asking Tameside local authority for an Education, Health and Care (EHC) needs assessment for your child. This assessment could lead to your child getting an EHC plan. Some children and young people will have needs that clearly require an EHC needs assessment and plan; once the local authority is aware of them it should start this process without delay. An EHC plan brings your child's education, health and social care needs into a single, legal document.

Moving to an EHCP (Education, Health and Care Plan)

If children struggle to make progress, in spite of high quality, targeted support at SENS, it may be appropriate to apply for the child to be assessed for an EHC Plan. Parents and carers should note that this is a lengthy process.

There are many reasons to apply for an EHC Plan, including:

- The child is 'Looked After' and therefore additionally vulnerable
- The child has a disability which is lifelong and means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. Full details of Tameside Council

arrangements for referrals and arrangements for decisions on EHC Plan applications please see <http://www.tameside.gov.uk/localoffer/families/ehcp>

What support is available for children with SEN and their families?

- Class teachers are available to discuss the progress of all children throughout the year.
- The SENDCo is available to discuss the progress of children with SEND and act as an advocate for children and families.
- Tameside Council provide a local authority Local Offer. Details can be found at <http://www.tameside.gov.uk/localoffer>
- The policy can be found via the school website at <http://www.livingstone.tameside.sch.uk>
- Class teachers and/or the SENDCo are able to make links with other agencies to support the child and their family.
- Access arrangements for examinations and other assessments (EG. larger text for visually impaired children or additional time for children with learning difficulties).
- Transition- we ensure that there are transition meetings from year group to year group and place particular emphasis on cross-Key Stage transition. We also support families and children during high school transition by sharing information and arranging additional visit days where necessary.
- Help children and families to manage medical conditions in line with the school's Supporting children with Medical Conditions Policy.
- Further information about SEND for families of children with SEND can also be found at www.sendgateway.org.uk
- Where necessary, the school can lead a Common Assessment Framework (CAF) referral with the aim of providing support for children and families at Livingstone.
- School can also lead referrals to other services (EG. Speech and Language therapy) and/or provide data for other referrals, provided that parental consent is obtained.

How will school support pupils with medical conditions?

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Where a child has a medical condition, it may be necessary to share information about their condition with staff and other professionals (Eg. Supply teachers). Where a child has a medical problem that does not affect their ability to learn, they will be identified in the SEND register giving details of their condition and what staff can do to ensure that the child remains happy, safe and comfortable whilst in school. However they will not be in receipt of a Pupil Passport.

The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory'. Schools are also required to think in advance about what disabled children and young people might need in the future.

How will monitor and evaluate the effectiveness of SEND provision?

All pupils' progress in Reading, Writing and Maths is monitored every half-term (6-8weeks) by the Senior Leadership Team. The SENDCo will monitor the progress of individuals and children with SEN to ensure that interventions are effective. The information is reported to Governors via the Headteacher's Report to the full Governing Body and the link Governor for SEND. We also invite governors to attend a data analysis staff meeting every term where we discuss progress of years, classes and other groups within school.

Parents' views are sought via Pupil Passport reviews and Parent's Evening. Pupil's share their views through Pupil Voice interviews with the Head Teacher and when completing their new Pupil Passports.

How is SEND funded?

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum.

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENDCO, Headteacher and governing body should establish a clear picture of the resources that

are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

Taken from the SEND Code of Practice 2014.

Funding and personal budgets

- Parents/carers are entitled to request a Personal Budget if your child has an EHC plan or has been assessed as needing a plan.
- A Personal Budget is an amount of money your local authority has identified to meet some of the needs in your child's EHC plan, if you want to be involved in choosing and arranging a part of the provision to meet your child's needs.
- Parents/carers (or a representative) will need to agree this with your Tameside local authority.
- A Personal Budget can only be used for agreed provision in the EHC plan.

How are the training needs of staff identified and planned for?

☑ In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This may be provided by staff at Livingstone and/or by external agencies, organisations and professionals.

☑ All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

☑ The school's SENDCo regularly attend the Tameside SENDCo network meetings and the Mossley and Carrbrook Schools' Partnership network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The role of Class teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At Livingstone, every teacher is a teacher of every child, including those with SEND. Teachers respond to children's needs by:

- providing quality first teaching that ensures the progress of all children, in line with the Teachers' Standards.
- providing starting points for the development of an appropriate curriculum;
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- involving parents in implementing a joint learning approach at home.

The role of the SEND Co-ordinator

In our school, the SENDCo:

- acts as an advocate for children with SEND and their families.
- manages the day-to-day operation of the school's special educational needs policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- contributes to the professional development of all staff;
- oversees the records of all children with special educational needs;
- acts as the link with parents of children with special educational needs;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.

The role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult Tameside local authority and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.

The governing body has identified Mary Wilson to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the head teacher. The head teacher ensures that all those who teach a pupil with an Education, Healthcare Plan are aware of the provision and involved in the review process.

The named governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The role of parents/carers

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this.

Parents have much to contribute to our support for children with special educational needs. Parents/carers are required to engage in the Pupil Passport and support their child to progress towards the targets set.

We have regular meetings each term to share the progress of children with special needs with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. During this meeting, we review progress and set new targets for the next term.

The role of children with SEND

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. All staff at Livingstone recognise the importance of children developing social as well as educational skills.

Children have much to contribute to guiding the provision that they receive for their special educational needs. Children are required to engage in the review-plan-do cycle (at an appropriate level for their age and development) and provide evidence of their progress towards the targets set in the Pupil Passport.

Children are involved at an appropriate level in setting own targets. Children are encouraged to make judgements about their own performance against their personal targets. We recognise success here as we do in any other aspect of school life.

Additional roles and responsibilities

Designated Teacher with specific Safeguarding responsibility: **Rebecca Willard (Headteacher)**

Member of staff responsible for managing Pupil Premium Grant and Looked After Children funding: **Lianne Marshall (SENDco)**

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: **Rebecca Willard (Headteacher)**

Storing and managing information

All SEND documents are stored securely in the Head Teacher's office.

The sharing of information regarding SEND is subject to the procedures as set out in the Confidentiality Policy.

Parental consent will be sought, where necessary, to share information with external agencies and/or professionals.

As the Pupil Passport documents contain details of pupils' historical achievement, it is important that these documents are treated as confidential documents. It is the responsibility of parents/carers to ensure that their copies of these documents are kept safely. All records kept by the school will be passed onto the next school when the child transfers.

Accessibility

Statutory Responsibilities

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their building and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Accessibility plans can be provided, upon request, from the School Office.

Reviewing the policy

This policy will be reviewed every year.