

Special Educational Needs and Disability Policy and Guidance Notes

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Special Educational Needs and Disability Policy and Guidance Notes

The SENCO will be contactable during school hours via phone, email and in person- with prior arrangement and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The SENCO at Phoenix Primary School Liaises on a regular basis with the SLT team in the school in order to ensure that the inclusion and management of SEND is central to the ethos of the school. This policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes. We are committed to Inclusion and have the Gold mark with the LA and are a national centre of excellence.

The Head teacher Mr. Kelly works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Aim

At Phoenix Primary school, we create an inclusive environment that recognises all of our pupils needs both socially and educationally. As with every child in our care, a child who is deemed to have Special Educational Needs is valued, respected and encouraged so they achieve their best.

Our targeted and strategic planning enables us to ensure every pupil, regardless of their needs and disabilities, reaches their full potential, providing a broad and fulfilling educational experience, which prepares each individual for adulthood.

Policy objectives

At Phoenix Primary School we will fulfil our aim through the following objectives:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To work within the guidance provided by the SEND Code of Practice (January 2015)
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
- To provide support and advice for all staff working with special educational needs pupils
- To provide an adapted curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.

- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
- To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published Local Offer which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

We recognise the definition of SEND as stated in the Code of Practice 2015: "A pupil has SEND 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". (p94)

- The school reflects what the Code of Practice states "Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place" (Pg. 100 6.44)
- We are alerted to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEND Code of Practice 2014 (p85) are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health Difficulties' and 'Sensory and/or Physical needs' and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCO and Head teacher and information is shared appropriately and frequently.
- Although the SENCO has overall responsibility for the identification of pupils with SEND in the school it is recognised that other members of teaching and pastoral staff have an equally key role to play in this process. This is part of the collective responsibility and

collaborative approach of the school.

- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCO works closely with the Head teacher to interrogate appropriate school tracking data.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. This will include:

- Baseline assessment results.
- Progress measured against the band objectives.
- Numeracy strategies and EYFS profiles.
- Progress measured against Pre-key stage levels.
- Progress measured using PIVATS.
- Using the engagement approach for Pre-curriculum pupils.
- Rising Stars half termly assessments .
- Observations of behavioural, emotional and social development using THRIVE profiles.
- Regular monitoring of an Educational Health Care Plan.
- Assessments by a specialist service such as educational psychology.
- Providing transition from another school or LA which has identified additional needs.

What is not SEND but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- Looked After Children
- Being a child/young person of servicemen/women
- English as an additional language.
- Refugee status
- Victims of trafficking

The approach to teaching children with SEN:

At Phoenix Primary School, we are aware that all children learn in different ways, and our planning takes this into consideration. Lessons use adaptive teaching to enable all children to work towards and reach the same learning outcome.

All children take part in P4C lessons (Philosophy 4 Children) which encourages children to think critically, creatively, collaboratively and caringly, providing them with essential skills for life. For children whose first language is not English (EAL), work will be adapted and differentiated with extra support and visual strategies given to support the child in their learning of a new language. This can range from working in small groups with adult support, the use of an Ipad and resources to assist with translation and intervention work if needed. Every teacher is a teacher of every child in their class.

Small group and individual support is offered to children specifically tailored for individual/group needs, and reviewed for effectiveness regularly.

Within each class there are a range of different resources to help children. These resources include pencil grips, sloping desks, lap weights, privacy boards, coloured reading filters etc. Resources are there to help any child who might need them, not just those on the SEN Register, and are readily available in all classrooms.

We are aware that children learn at different paces, so monitor progress closely at half termly Pupil Progress Meetings.

Staff work closely with parents/carers to ensure that they have a good understanding of how they might be able to support their child at home.

Adaptations made to the curriculum and the learning environment for children with SEN:

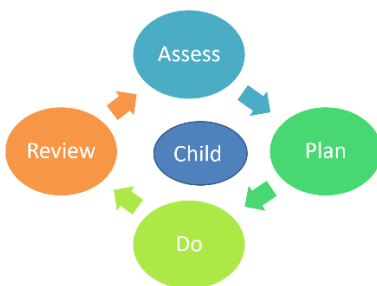
All children at Phoenix Primary School are fully included in all aspects of school life. Children learn at different rates, in different ways, and our day-to-day planning of lessons takes this into account. All children can access all aspects of the curriculum and learning environment.

This may be through the use of specialist support, specialist equipment, a change of delivery style or type of activity. This is known as differentiation.

Interventions and group/individual support are specifically tailored to fit the child/ren concerned and regularly monitored for effectiveness.

Each classroom is autism-friendly. There is a wide variety of specialist equipment available for children to use in each classroom.

Graduated Approach



If a child's needs cannot be met through quality first teaching and differentiation the pupil may be identified as having SEN. The school will take action to remove barriers to learning and put effective special educational provision in place. A Pupil Profile will be written for the child at SEN Support. This will take the form of a four-part cycle- assess, plan, do, review.

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All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Class teachers assess pupils formally and informally and track progress through our school data. Assessments and overall observations made by Class teacher and Support Staff are fed back to the SLT half termly through Data collection, analysis by SLT and through Pupil Progress Meetings.

Plan: Class teachers discuss assessments with Phase Leaders and/or HT and plan ways forward to enhance progress and learning. A referral to SENCO is made if there is a need for different and/or additional support. The SENCO and class teacher will then meet with parents/carers and discuss action needed. A Pupil Profile is then developed outlining specific outcomes to be achieved.

Do: Outcomes set out within the Pupil Profile are targeted by the class teacher and support staff and other intervention staff/Outreach providers if applicable. These outcomes are reviewed termly with new outcomes set.

Review: Consultation with children, parents/carers, staff and all outside agencies, ensures that additional provision is based on an agreed outcomes approach. These are discussed with the range of professionals who offer support to the child and ensure that all providers are held accountable.

If specialist expertise from an outside agency is required, a referral into that service can be made by the SENCO. This process will always involve the parent/carer. Referrals can be made to the following services by school:

- Educational Psychology
- Speech and Language Therapy
- Together trust
- Community Paediatrician (Alder Hey) / Childhood Adolescent Mental Health Services
- Outreach services from specialist providers
- Occupational Therapy
- Physiotherapy
- Sensory Impairment Services
- Social Services
- School Nurse
- Special Educational Needs Inclusion Support Service (SENISS)
- Brighter Horizons
- Seedlings
- Butterflies
- YPAS
- Fusion

Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENDCo)

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According to the SEN Code of Practice (2015) the key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

School Leaders

- School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.
- The quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Teaching staff

Teachers are responsible and accountable for the progress and development of pupils in their class. High quality, personalised differentiated teaching is the first step in responding to pupils who may have SEN. The majority of pupils can make progress through such teaching. Teachers are responsible for the planning, delivering and reviewing of provision for SEND pupils including responsibility for Profiles.

Education, Health and Care Plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/ or disability of the child or young person,

the child or young person has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. If the local authority is in agreement with the school, outside agencies and parents, an Education Health and Care Plan may be issued. Each Education, Health and Care Plan is individual to the child. It is the school's responsibility to fulfil the terms of the plan. This will be reviewed at least annually. At every stage the views of the child and parents/carers will be sought and valued.

Identification of SEN

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment;
- Their performance judged against National Curriculum end of year expectations;
- Standardised screening or assessment tools;
- Reports or observations;
- Records from feeder schools;
- Information from parents.
- Pupil voice.

Evaluating the effectiveness of the provision made for children with SEN:

All our school data is monitored by the Local Authority and Ofsted. As we follow the Graduated Approach, we are constantly evaluating the effectiveness of the provision which we offer to our children. We hold half termly Pupil Progress meetings, and track children's progress each half term. All class teachers regularly evaluate and adapt (if necessary) their own teaching to meet the needs of every pupil in their class. Differentiation happens in each classroom, in each lesson.

Any interventions or support are monitored carefully, through daily staff conversations, observations and recording of progress – if they are not proving to be effective, they will be adapted, changed or stopped. The Head teacher currently monitors the impact of interventions within the school and collects impact data on a half-termly basis. We meet with parents/carers regularly to discuss children's progress, both formally at Parents' Evenings, and on a needs-led basis.

Pastoral

- Children with pastoral difficulties are identified during Pupil Progress meetings and /or SEN Review meetings with the SENDCo.

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- Phoenix Primary School has a Home School Link Officer who supports families, school and children under the direction and in collaboration with SLT and if necessary external agencies.

Medical Needs

- Identification: once a year, parents/carers are consulted to provide up to date information on their child's medical needs.
- If a child arrived during the school year, the Office Administrator will ask parents/carers for information on any medical conditions at the point of entry into school.
- The admin staff collates the information and updates the medical register termly.
- Health Care Plans are implemented for children with significant medical needs, in collaboration with the class teacher, parents and health professionals.
- Conditions such as anaphylaxis, asthma, diabetes, severe eczema and epilepsy will require health care plans needing to be implemented.
- Other children with medical needs may require a medical pen portrait detailing their medical needs.
- School staff meet with the School Nurse regularly, when health professionals are available.
- The SENDCo will produce a risk assessment for children with significant medical needs with the child's Parents and Class Teacher.

How children are enabled to engage in activities available with children in the school who do not have SEN:

We are an inclusive school and we aim to ensure that all children attending Phoenix Primary School are fully involved in all aspects of school life.

If we or you feel that your child might need additional support to participate in a planned activity (in order to meet health and safety requirements for example), we will meet with you, and if necessary draw up a risk assessment.

Risk Assessments are always made for each school trip using Evolve. We have a high ratio of staff supporting school trips to ensure safety. Parents are always informed about school trips in plenty of time.

Support for improving emotional and social development:

At Phoenix Primary School, we pride ourselves in encouraging all children to feel that they can talk to any member of staff about anything.

We are a THRIVE school with five qualified practitioners. Thrive is a rigorous, targeted, measured programme that we use to prepare children for life's emotional ups and downs

and is embedded throughout our curriculum. THRIVE gives strategies to help adults understand how to be and what to do with children's differing and sometimes challenging behaviours in order to help them engage with their learning. THRIVE supports, nurtures and closes the gap for our children who have additional emotional needs that they are struggling with. It gives children the ability to understand and express their emotions in an effective way, minimising behaviour issues and therefore a greater impact on learning outcomes.

In addition to this commitment, each classroom uses a twice daily well-being check in and all members of staff have all received training on using the ROAR rainbow. The use of the well-being check-in and the ROAR rainbow provides children with opportunities to discuss their feelings and ask for help if needed. It also supports children in developing a tool kit of strategies to use when experiencing negative emotions. The adults in our school also use the well-being check in to show that negative feelings are a part of life, everyone has them and we are here to support and help each other when we are having those tough days.

This accompanied with whole school training on mindfulness equips the teaching staff at Phoenix Primary school with the knowledge and skills to adequately support children in learning vital coping strategies to assist them on their journey through life. Meditation is time tabled in to the school day to allow children to become regulated and ready to learn when they arrive at school and after lunch.

We also have identified staff trained in Therapeutic Inclusion to target more pronounced difficulties in this area.

We also have play leaders, Reading Buddies and peer-elected school councillors for each class. In our Year 6 class, there are head and deputy head boy and girl as well as individual house captains.

When appropriate, we can refer children to the school nurse and/or Alder Hey – either to a Community Paediatrician or to CAMHS (Childhood and Adolescent Mental Health Services) or other outside agencies for further professional support.

Admissions & Transition

In the Foundation Stage home visits are arranged in order to identify any additional needs, establish a relationship with the parents and to obtain as much information as possible about the child to inform provision planning.

Transition programmes are arranged for children new to school when appropriate. These are completed through discussions with parents/carers and professionals involved with the family. The timescale for transition is flexible and according to need.

SEN Internal Transition:

- Transition programmes will be used on an individual basis where necessary based on a range of stakeholder views and advice.

SEN Transition to Secondary Education:

- The SENCo liaises with secondary schools to arrange any additional transition necessary on an individual basis and the passing of information of children with SEND.
- For children at the beginning of year 6 with an EHCP a transition review will be held to offer parents advice and support on secondary school choices and plan future provision to inform the EHCP on transfer. A member of staff from the Statutory Assessment Team at the Local Authority will be invited to the review.
- During the summer term the SENCo will arrange a transfer review with the secondary school for children in Year 6 with an EHCP.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school:

If parents of pupils with SEND have concerns they are always welcome to share these informally with the class teacher or the SENCo. We will always listen to these concerns, and try our best to resolve the problem.

If parents remain concerned, then they can request a meeting with the Head teacher and/or SENDCo to explore the matter further and see what else can be done.

If these steps do not resolve the issue, then the parents can write a formal letter to the Chair of Governors. The Governing Body will then deal with this concern following the procedures of the school's complaints policy.

If parents are unhappy with the outcome of this, they can take their concern to the Local Authority Complaints Officer.

Consultation

The policy is available on each school website for any stakeholder to refer to. Views can be shared by contacting the Headteacher and/or SENDCo of the school. The policy will be discussed by the Governing Body before being ratified.

Equality Duty

This policy is underpinned by the key principles of the Equality Act 2010.

Glossary of abbreviations

1:1	One to one support
CAMHS	Children and Adolescent Mental Health Service
CB	Cringle Brook
ISAP	Intensive School Action Plus
EMA	Ethnic Minority Achievement Teacher
EP	Educational Psychologist
GE	Green End
F	Foundation Stage
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
ILP	Individual Learning Plan
INSET	In –Service Training
KS	Key Stage
LB	Ladybarn
MATRICES	Matching Need to Provision Tool
PSP	Pastoral Support Programme
QCA	Qualifications and Curriculum Authority
SA	School Action
SAP	School Action Plus
SATs	Standardised Attainment Tests
SCAIT	Social Communication and Intervention Team
SEN	Special Educational Needs
SENDCo	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team
SpId	Specific Learning difficulty
TA	Teaching Assistant

