



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY (To be read in conjunction with the INCLUSION POLICY)



Pitmaston Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. We have the same high expectations for our educational aims for children with special educational needs and/or disabilities as we do for all children in school.

What are Special Educational Needs (SEN)?

Pitmaston Primary School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, January 2015). Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age;
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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

Special educational provisions means [SEND Code of Practice (DfE, January 2015)]:

- for children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age;
- for children under two, special educational provision of any kind.

Within school, pupils with SEN are identified on the school SEND register as needing 'SEN Support' so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

What is a disability?

Pitmaston Primary School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has a physical or mental impairment which has a long term and substantial adverse affect on their ability to carry out normal, day to day activities. This definition includes sensory impairments such as those affecting sight and hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision, they will be covered by the SEN definition.

Our Special Educational Needs and Disabilities policy objectives:

At Pitmaston Primary we know precisely where children with SEN are in their learning and development.

We ensure that:

- every child has access to a broad and balanced curriculum, including the National Curriculum;
- decisions are informed by the insights of parents and those of children and young people themselves;



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY (To be read in conjunction with the INCLUSION POLICY)



- high ambitions and stretching targets are set for all pupils;
- pupil progress is regularly monitored towards these goals;
- additional provision is regularly reviewed;
- positive outcomes in the wider areas of personal and social development are promoted;
- the approaches used are based on the best possible evidence and are having the required impact on progress;
- links are maintained with other schools and external agencies;
- the SEND policy is evaluated and monitored by staff and governors on an annual basis;
- staff, governors and parents are aware of the school's SEND and Inclusion policies.

Arrangements for co-ordinating special educational needs provision:

Pitmaston Primary School is a mainstream school with experience of supporting pupils with a range of differing needs. The four areas of special educational needs include:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Children and young people with Asperger's Syndrome and Autism may also have difficulties with language, communication and social interaction.

2. Cognition and Learning

Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, attachment disorders, displaying challenging, disruptive or disturbing behaviours such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

4. Sensory and/or Physical

Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

These areas give an overview of the range of needs. Individual children can have needs across all of these areas and their needs may change over time.

All teachers and teaching assistants in our school are teachers of children with special educational needs. Therefore at Pitmaston Primary School we adopt a 'whole school approach' which involves all staff adhering to a model of exemplary practice. The staff are committed to providing for the needs of all children through adaptive teaching in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND policy. This means that all children with SEND are taught in the classroom with their peers, only being withdrawn for short periods of time for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

Reasonable adjustments might be needed for some pupils with SEND. Adaptive teaching responds to the needs of pupils at the time through the use of scaffolding, explicit instruction, flexible grouping, cognitive and metacognitive strategies (such as chunking) and technology.



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY (To be read in conjunction with the INCLUSION POLICY)



Where necessary, adaptations may be made for individuals or small groups of pupils through the use of well-chosen resources, the level of additional support and through additional practice.

Due to the high level of Quality First Teaching that is ordinarily available to all of our pupils, it is likely that fewer pupils will require SEN Support provision.

Cause for concern/ongoing monitoring

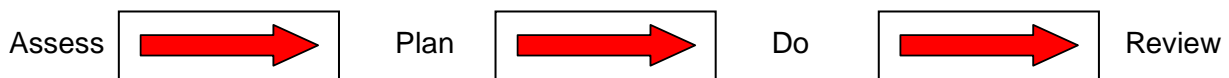
An informal stage when class teachers or teaching assistants identify a concern about the needs, and/or academic progress of a pupil. Areas of concern will be identified along with the current interventions being used. New targets and strategies will be set and discussed with the Special Educational Needs Co-ordinator (SENCo), class teacher and parents.

Pupils may be flagged as a cause for concern due to slow progress and low attainment through pupil progress meetings. These pupils may not be considered to have SEND but may require specific targets in order to make progress using varying interventions and strategies.

SEN Support

Where a child is identified as having SEN, we work in partnership with the parents to establish the support the child needs.

Where a child is identified as needing SEN provision, we take action to remove any barriers to learning and adopt a graduated approach with four stages of action:



Assess

When a child has been identified as needing SEN Support the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent via the class teacher, contact with the SENCo and through the weekly Inclusion drop-in sessions.

Plan

Where it is decided to provide a pupil with SEN Support, parents will already be fully involved in the process. Through meetings, the teacher and SENCo will agree with the pupil and parents any interventions and support which will be put in place in order for the pupil to make progress.

This will be documented on the child's Provision Map (PM) which outlines personalised targets and any teaching strategies or approaches that will be required to support the child to make progress throughout the term.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one time away from the main class teacher, they still retain responsibility for the pupil. Teachers will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY (To be read in conjunction with the INCLUSION POLICY)



Review

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parents during the termly Provision Map meetings. Pupil and parent views will feed into these meetings and will contribute to the planning and setting of new targets for the following term.

Education, Health and Care Plan (EHCP)

An EHCP brings together the health, education and care needs for children and young people aged 0 – 25 years and sets out the provision that they need from education, health and care to meet their individual needs.

If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care Needs Assessment by the Local Authority. Parents and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies, we ask that parents contact us to discuss any concerns regarding their child's needs.

Following a **request** for an assessment, the Local Authority must determine whether an EHC Needs Assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful, the Local Authority will provide a finalised EHCP for a child or young person from the age of 0 – 25 years.

Where an EHC assessment is not successful, children with special educational needs will have their needs met through the ordinarily available provision in school.

EHC Plans should be used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed by the school, parents and Local Authority at a minimum of every 12 months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

The Inclusion Team

The Inclusion Co-ordinator (INCO) *Mrs E Cameron*

The Inclusion Co-ordinator meets with the Inclusion Team on a regular basis to discuss and continuously try to improve best practice, in turn raising standards. The Inclusion Team consists of the Inclusion Co-ordinator & Special Educational Needs Co-ordinator (SENCo), More and Most Able (MMA) Co-ordinator, the English as an Additional Language (EAL) Co-ordinator, the Family Support Worker (FSW), Thrive & Mental Health and Well-Being Practitioners, EAL teaching assistant and Early Years & KS1 High Level Need Support teaching assistant.

The Special Educational Needs Co-ordinator (SENCO) *Mrs Emily Cameron*



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY (To be read in conjunction with the **INCLUSION POLICY**)



All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND register. He or she will co-ordinate provision for pupils with SEND, monitor the provision mapping and liaise with parents, staff and external agencies.

Educational Psychologist *Dr Jane Yeomans*

We have an Educational Psychologist who supports children or young people who are experiencing problems within their educational setting with the aim of enhancing their learning. Areas of need may include social and emotional or learning difficulties. Work is usually with individual children and includes advising and liaising with teachers, parents and other professionals.

The Educational Psychologist offers a wide range of appropriate interventions, such as learning programmes and collaborative work with teachers or parents. They also provide in-service training for teachers and other professionals on issues such as behaviour and stress management as well as approaches to prevent difficulties within a nurturing environment.

Speech and Language Therapists *Amy Straughan & Charlotte Deykin*

In addition to the NHS Speech and Language Therapy service which all schools can access, we have two of our own additional Speech and Language Therapists who support the speech, language and communication needs of all children in school. Our therapists assess and review pupils with identified speech, language and communication needs, provide in-service training for staff to deliver a range of interventions and offer support to parents.

Play Therapist *Frances Donohue*

We have a Therapeutic Play Worker who supports identified children in school who may be dealing with difficult feelings which they find hard to talk about. These weekly 1:1 and small group sessions use play as the child's natural language and form of communication.

School Counsellor *Debbie Grice-Griffin*

We have our own school Counsellor who supports identified children who are in need of 1:1 time to talk about their feelings and be supported to understand why they may be feeling this way. A child may receive counselling for a number of reasons including anxiety, a bereavement, school and home pressures and ongoing social/friendship issues.

SEND Governor *Mr P Hines*

A member of the Governing Body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Admissions

We welcome those parents seeking integration into mainstream schooling for their child with special needs, in accordance with the Local Authority admissions policy which is available on the school website.

Parents or carers seeking the admission of a pupil in receipt of an EHCP of Special Educational Needs must do so through the Local Authority Worcestershire Children First SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY (To be read in conjunction with the INCLUSION POLICY)



Access for the physically impaired

The school has a Disability Equality Scheme (DES) and Accessibility Plan (AP) in place which is reviewed every four years or sooner if a child were to join the school with any specific disability. The main entrance to the school is from the car park and is accessible by wheelchair using the ramp. Where access is restricted, special arrangements can be made to enable learning to take place downstairs. Although access to the KS2 hall is usually via the main corridor, alternative access to the hall may be gained by an alternative route. There is also a platform lift in place to enable access to the main corridor from the entrance of school.

Evaluation of policy

The Governor with responsibility for Special Educational Needs will regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENCO will ensure that the policy is monitored and regularly updated in conjunction with the Inclusion policy. The school will ensure that the budget for special needs is monitored and effectively used, and will also monitor arrangements made for teachers to attend in-service training. The school will regularly assess and report to governors on the success of the SEND pupils.

Complaints procedure

Any concerns about special educational provision within the school should be directed to the Inclusion Co-ordinator. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's LA-adopted Complaints policy.

SEN in-service training

Annually, teachers' and teaching assistants' inset needs are identified and they are encouraged to attend organised internal/external courses and conferences. Additionally, consultants and experienced professionals, including the LA advisory service, educational psychologist, speech and language therapists, Children's Services or other special needs practitioners, may be invited in to school to deliver any necessary training to meet staff needs. Workshops are organised by the Inclusion team focusing on varying areas of need which both parents and staff are invited to attend.

Partnership with parents

We recognise the value of parents and carers knowledge of their children and will seek to use that information in planning support for pupils. Parents and carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem-solving approach can be implemented.

The SENCo or class teacher will contact parents to discuss referrals to outside agencies, such as the Learning Support Team, Speech and Language Therapy, the Behaviour Support Team, Educational Psychology etc. Parental permission is always sought before any referral is made.

We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the class teacher or the SENCo, although parents can also see a member of the Inclusion Team at the Inclusion drop-in every Wednesday morning from 9.00 – 9.30a.m. No appointment is needed for these 1:1 meetings.



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY (To be read in conjunction with the INCLUSION POLICY)



We have an informative Inclusion page on the school website www.pitmaston.co.uk/inclusion which provides further information including our SEND School Information Report, links to the SEND Code of Practice (DfE, January 2015) and Worcestershire's Local Offer, a parent information leaflet and signposting to further information in the community, workshops and much more.

Links with external agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

The Inclusion Team will refer pupils with special educational needs and/or disabilities to the relevant external agencies, as appropriate, using the individual referral criteria for each agency. Such referrals will always be first agreed with parents and carers.

The School Nurse, *Aimee Elliott*, is available over the phone or via email to offer advice, information or support for any medical or health needs.

Children's Services become involved if a referral is made to them with concerns about a child or they may sometimes notify the school of concerns raised by another external agency they are working with.

Assessment

The school has a clear and detailed assessment policy, which enables staff to monitor children's attainment and progress and therefore identify children who are failing to make progress and may perhaps have a particular special need in an area.

Information and assessment from Pre-School Nursery and the Early Years Foundation Stage profile in Reception will help to identify children who need help early, with these children targeted for extra support.

Continuums

For the small number of pupils working two or more years below their chronological year group, teachers refer to the Continuums to support the identification, provision and tracking of progress for these pupils. Continuums in reading, writing and maths ensure that these children, including those with SEN, make consistently high rates of progress in relation to their starting points so that gaps between areas of learning can close. This assessment tool shows smaller steps of progress for these children and provides clear next steps.

The Engagement Model

If any pupils in school are working below the level of the National Curriculum and not engaged in subject-specific study, the STA engagement model assessment tool will be used to support these pupils. The 5 areas of engagement are exploration, realisation, anticipation, persistence and initiation. This is a formative and summative assessment approach, following the continuous 'assess – plan – do – review' cycle to enable the child's achievements and progress to be measured over time. This model is a pupil-centred approach and parents, school and external agencies will work together to encourage the enrichment of the pupil's personalised curriculum.

Links with other schools and transition



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY (To be read in conjunction with the INCLUSION POLICY)



We recognise the importance of maintaining close links with all our Pre-school Nursery/childcare settings and discuss children's learning needs as they transfer to our Reception classes.

Links are also maintained with local schools and secondary schools, particularly with the SENCo for those children with SEND who transfer at Year 6 or any point in their school career. Information and records are given to primary schools or link secondary schools about pupils with additional needs. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school.

Behaviour

At Pitmaston Primary School we have high expectations for behaviour from all of our pupils. There is a clear and detailed behaviour and relationships policy, which outlines the school's philosophy and practice towards establishing a positive learning environment in which all children are expected to have high standards of behaviour.

A child with social, emotional and mental health difficulties may have an Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP) to help to support this need. It will contain clear objectives for improvement, strategies and procedures. A number of designated staff have completed the Team Teach training as part of positive handling policy. It is the school policy to keep parents informed of all incidents in which behaviour is a problem.

Success Criteria

We strive at Pitmaston Primary School to meet the needs of all children, including those with special educational needs and/or disabilities, so that they make the best possible academic and personal progress.

This policy was approved by the Full Governing Board on 1st February 2024.

This policy is due to be reviewed in September 2024.