



SEN Policy

Last Review	This Review	Next Review
January 2015	January 2016	January 2017

Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN 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 they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a special educational need if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

More details about the reforms under the Act and the SEN Code of Practice can be found on the Department for Education website:

www.education.gov.uk/schools/pupilsupport/sen

The Gloucestershire SEND Local Offer can be found on:

www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational need and/or disabilities and their families. It describes the services and provision that are available both to those families in Gloucestershire that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

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Introduction PRIDE in all we do.

Primrose Hill Academy values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. Therefore, the school will work to raise attainment, maximise achievement and promote inclusion.

All children and young people with SEND are valued, respected and equal members of the academy. All provision for pupils with SEND is a matter for the academy as a whole. All teachers are teachers of pupils with SEND. The governing body, Principal, SENCO and all other members of the staff have important responsibilities.

Objectives

- To ensure staff members seek to identify the needs of pupils with SEND as early as possible.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To provide an appropriate learning environment that meets the special educational need of each child and enables them to work to their full potential.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.
- To provide a staffing structure with clear lines of responsibility for SEND.

Roles and Responsibilities

At Primrose Hill Academy, the SENCO, in collaboration with the Principal and Governing Body, plays a key role in determining the strategic development of SEND policy and provision in order to improve the achievements of children with SEND. With support from the principal and colleagues, the SENCO promotes effective teaching by:

- Identifying and overcoming barriers to learning
- Analysing and assessing children's needs.
- Monitoring the quality of teaching and the level of children's attainment.
- Setting targets for improvement, in collaboration with the principal.

With class teachers, the SENCO seeks to ensure that children are given equal learning opportunities and that resources are used to maximum effect.

The key responsibilities for the SENCO at Primrose Hill Academy include:

- Promoting best learning outcomes for pupils with SEND.
- Managing the day to day operation of the academy's SEND policy.
- Auditing need in the summer term to map provision for September.
- Auditing need following reviews at key points in the year.
- Co-ordinating provision for pupils with special educational needs.
- Liaising with and advising colleagues.
- In collaboration with the class teacher and principal, managing school based assessment and completing documentation required by outside agencies, the DG Academy Trust and the Local Authority.
- Working with the team of TAs to ensure effective support for pupils with SEND.
- Overseeing the records of all children with SEND.
- Arranging and chairing all SEND review meetings for those children on My Plan Plus, (formerly School Action Plus), and on an Education, Health and Care Plan (EHC Plan -formerly a statement of educational need), and completing all the necessary paperwork.
- Contributing to the in-service training of all staff.
- Liaising with external agencies including the educational psychology services, advisory teaching services, health and social services and voluntary bodies.
- Liaising with the governor with responsibility for SEND.
- Purchasing and maintaining a range of teaching resources to enable appropriate provision to be made.
- Ensuring the ongoing monitoring and evaluation of the provision for pupils with SEND including assessment of progress and attainment.
- Working with class teachers to ensure they are aware and meet their responsibility regarding provision made for SEND pupils.

- Supporting teachers with writing and assessing My Plan documents.
- Liaising with parents to inform, consult and encourage them to take a supportive role in their child's learning.
- Report to the Curriculum and Standards Committee.
- Observe teaching and learning and support practice so that the best provision and outcomes for pupils is shared and supported.

The key responsibilities of the Principal of the Academy include:

- The day to day managing of all aspects of the academy's work including SEND provision and the evaluation of SEND across the whole academy.
- Managing the team of classroom assistants.
- Liaising regularly and closely with the SENCO.
- Ensuring that the SENCO
 - Manages processes throughout the academy
 - Working with class teachers, is accountable for assessing the progress/attainment of children on the register and is able to hold staff to account for provision made for SEND pupils
 - Keeps the governing body informed of all issues relating to SEND.

The role of the Governing Body

The governing body, working closely with the principal, decides the academy's general policy and approach to meeting pupil's special educational needs for those with and without EHC Plans. They set up appropriate staffing and funding arrangements and oversee the academy's work.

The governing body has appointed a governor to have specific oversight of the academy's arrangements and provision for meeting special educational needs. The SEND Governor will inform the Governing Body on all aspects of SEND in the academy to ensure that SEND work is valued and well-supported. The SEND governor is currently Mrs Bev Jones.

The key responsibilities for the governing body at Primrose Hill Academy include:

- Ensuring that the necessary provision is made for any pupil who has special educational needs,
- Ensuring that the 'responsible person', in our case the principal, has been informed that a pupil has special educational needs and that these needs are made known to all who are likely to teach them.
- Ensuring that the teachers in the academy are aware of the importance of identifying and providing for those pupils who have special educational needs.

- Ensuring that pupils with special educational needs join in the activities in the academy together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for.
- Ensuring efficient use of resources.

The key responsibilities for teaching and non-teaching staff:

- All teachers are teachers of children with special educational needs supporting the identification and assessment of pupils with special needs and making the appropriate provision.
- TAs work to support pupils with special educational needs under the guidance and direction of class teachers.
- The overall responsibility of the planning and delivery of My Plans is the responsibility of the class teacher.
- Class teachers have responsibility for writing and reviewing My Plans.

At the next level of special needs, known as My Plan Plus, the class teacher works with the SENCO and any outside agencies involved to further assess and plan for the pupil. The delivery of the intervention recorded in My Plan Plus continues to be the responsibility of the class teacher.

Admission Arrangements

The Principal is responsible for the admission arrangements which accord with those laid down by Multi Academy Trust and Local Authority. The academy acknowledges full responsibility to admit pupils with already identified special educational needs, as well as providing for those not previously identified as having SEND.

The academy has a current Disability Equality Scheme in line with the Disability Discrimination Act which is reviewed on an annual cycle to ensure disability equality is promoted in all aspects of academy life.

Specialised Provision

- The academy has full access for wheelchair users.
- There are toilet facilities for individuals with disabilities.
- Where a child who is a wheelchair user or has difficulties with mobility joins the academy, suitable classroom accommodation will be given to that child's class.
- There are suitable facilities for intimate care.
- In line with the expectations upon the school highlighted within the SEND and disability act, the governors have put together an access ability plan.

Allocation of Resources

The Principal is responsible for the operational management of the specified and agreed resourcing for special needs provision within the academy.

In line with the academy's budget and School Development Plan, money will be allocated for resources, training and non-contact time for class teachers to write, in consultation with the SENCO, education plans and complete documentation required by outside agencies.

Allocation of resources is flexible in order to meet all the children's needs. The principal and the SENCO meet regularly to discuss how this may best be achieved.

Identification, Assessment, Provision and Review

At Primrose Hill Academy we are aware that some children admitted may have had their special educational needs identified while others may not. For children transferring to our academy, the SENCO will check to ascertain any existing special educational needs that are to require additional support or provision. At present 13% of our pupils are identified as having special educational needs.

To help identify children with SEND that are going to require additional support or provision in our academy, we measure children's progress by referring to their performance monitored by the teacher and SENCO as part of ongoing observation and assessment. This includes:

- Analysis of optional and statutory end of year assessments which highlight areas of concern and help to set targets for the following year.
- The outcomes from assessments used to measure progress, including Benchmarking and NFER Spelling Test.
- Pupils' progress against the objectives/content specified in the National Literacy and Numeracy Strategy Frameworks, using Achievement grids.

- Pupils' performance against age related expectations as set out in the new Curriculum
- Assessment against outcomes in the Early Years Foundation Stage.
- Year 1 phonics test.
- Standardised screening and assessment tools.

The key test of the need for action is that the current rates of progress are inadequate. The school is also open and responsive to expressions of concern by parents/carers and takes account of any information that they may provide about their child. When appropriate, their concerns can trigger drawing up My Plan document.

On entry to our academy, teachers assess each child's current levels of attainment in order to ensure they build upon the pattern of learning and experience already established and provide starting points for the development of an appropriate curriculum. The academy makes full use of all the information passed on to them by previous settings.

Assessment is not regarded by the academy as a single event, but rather as a continuing process. Classroom organisation, teaching materials, teaching style and differentiation are considered carefully so that each child is enabled to learn effectively. Ongoing observation and assessment provides feedback to teachers and parents about the child's achievements and forms the basis for planning the next steps of the child's learning. The assessment of children reflects as far as possible their participation in the whole curriculum of the academy. The class teacher and SENCO may break down the assessment into smaller steps to aid progress and provide detailed and accurate indicators. Assessments may be conducted as part of a whole class, in a group or on an individual basis.

SEND and English as an Additional Language (EAL)

Within Primrose Hill Academy, there are currently 4% of pupils with EAL. While regarding bilingualism in a child as an advantage, the academy recognises that the spectrum of children with SEND may include a proportion of EAL pupils and other pupils from ethnic minority backgrounds. The academy recognises both the importance of and the difficulties involved in the early recognition of SEND in EAL pupils. Assessment of SEN in EAL pupils involves the class teacher together with the SENCO. The nature of support for EAL pupils with SEN will be decided on an individual basis through consultation between the SENCO and the class teacher. Provision of support will be jointly reviewed during termly review meetings. This support will take into account the child's needs as an EAL pupil.

Intervention

When a teacher or the SENCO identifies a child with SEN, the class teacher provides interventions that are additional to or different from those provided as part of the academy's Quality First Teaching differentiated curriculum and strategies. There are two academy based levels of intervention, My Plan and My Plan Plus. Where there is shown to be a significant cause for concern because a child continues not to make progress despite interventions, additional support can be provided through an LA Education, Health and Care Plan.

The SENCO and class teacher enlist the active help and participation of parents in developing and implementing an appropriate programme of intervention and support for a child with SEND. This takes place during Progress and Support Meetings in addition to further meeting where necessary.

Provision

In order to target provision to meet needs, the SENCO regularly audits the needs of pupils across the academy. The guidance provided by the LA regarding strands of action to meet the needs of pupils with SEND is used when determining appropriate provision. Provision for SEN pupils at My Plan and My Plan Plus is organised so that progressively more powerful interventions can be used to meet increasing need. Further action in terms of intervention is based on the progress that each pupil makes. Where progress is not adequate for a particular pupil, additional action is taken to help that pupil to learn more effectively. The range, type and intensity of intervention are also reduced as the child makes progress. At My Plan level most pupils' help is provided within the classroom and managed by the class teacher. Sometimes pupils are withdrawn for more intensive input. This takes place within the context of an inclusive curriculum. Decisions about interventions are made on an individual basis by a careful assessment of the pupil's difficulties, consideration of the pupil's individual approach to learning and how the intervention will work within the academy and classroom context.

For pupils with an EHC Plan, the academy ensures the educational provision stipulated in the plan is met. The action taken may include provision of different learning materials, special equipment, group or individual support by designated teaching assistant. It could also involve the deployment of extra staff to introduce and monitor planned interventions. Advice is often sought from LEA support services by the SENCO to provide effective intervention. The intervention decided on is recorded in each child's Individual Education Plan, known to the pupil as My Plan.

Individual education plans are written for all pupils at My Plan, My Plan Plus and those with an EHC Plan. These are working documents for all involved with pupils as well as the pupils themselves, and give information about the child's difficulties, strengths and learning styles. These plans show the SMART targets addressing priority need for each child, success

criteria, teaching strategies to be used, the provision to be put in place and when the plan is to be reviewed.

Review

Individual education plans, My Plan and My Plan Plus, are reviewed three times a year by the class teacher, TA and SENCO. Parents are consulted as part of the review process during Progress and Support Meetings. For those reviews that involve an outside agency, parents are invited to attend the meeting. Where possible the child also takes part in the review meeting and makes a contribution to the targets set. If it is not possible to involve the child in the review, their views are considered in any discussion.

In addition to the review of the education plan, children with an EHC Plan also have a formal review of their provision, the Annual Review. The SENCO initiates the review process and is responsible for the co-ordination of an annual review meeting, usually held in the academy.

Where a child is at serious risk of disaffection or exclusion, a Behaviour Plan will be implemented (refer to policy) and this is linked to the academy's robust Anti-Bullying Policy. This will be in addition to the education plan and will not be used to replace the graduated response to special educational needs.

Access to the Curriculum

All pupils have an entitlement to a broad, balanced and relevant curriculum. All pupils with SEN are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of their needs and in their planning and teaching they strive to:

- Provide suitable learning challenges.
- Meet the pupils' diverse learning needs.
- Remove the barriers to learning and assessment.

With advice from and the support of the SENCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access learning or the assessment process.

Special arrangements are available for pupils on the Code of Practice to allow access to the year 6 SATs tests:

- Large print texts can be ordered for those children who will benefit from a larger font and clearly laid out paper.
- An extra 10% time is available for children who meet QCA criteria.
- One to one adult support can be given to assist with the reading of questions or the adult may act as a scribe or amanuensis where allowed according to QCA guidelines.

Access to the Wider Curriculum

The school provides a wide range of additional activities. Opportunities for pupils include several sports, games and music clubs, homework club, booster classes and cycling proficiency courses.

Pupils with SEND are given encouragement and support to join in and benefit from these activities and their participation is carefully monitored.

Monitoring and Evaluating the Success of the Education Provision for Pupils with SEND

The academy, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including;

- Regular observations of teaching by the Principal, SMT/subject leaders, SENCO and Inclusion Head.
- Analysis of the attainment and achievement of different groups of pupils with SEND.
- Scrutiny of teachers' planning and pupils' work.
- The views of parents and the pupils.
- Regular monitoring by the governing body/SEND governor.
- Maintenance of assessment records (e.g. reading and spelling ages) that illustrate progress over time.
- Regular meetings between SENCO, class teachers and TAs.

The role played by parents/carers of pupils with SEND

In accordance with the 'Special educational needs and disability code of practice: 0-25 years, 2014', the academy believes that all parents/carers of children with SEND should be treated as equal partners. The academy has positive attitudes to parents/carers and provides user-friendly information such as an academy newsletter. The class teachers produce an overview of each curriculum year group for parents/carers. This gives details of topics and areas to be covered in the foundation subjects and science.

The academy strives to ensure that parents/carers understand the procedures and are aware of how to access advice.

Parents/carers will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special education provision.

Progress and Support meetings take place three times a year for all pupils in the academy, if necessary with an extended session for parents of children with SEND.

The purpose of these meetings is to:

- Establish an effective relationship between parents/carers and the key teacher.
- Allow the parent/carer an opportunity to share their concerns and, together, agree their aspirations for their child.
- Set clear goals and targets for learning and improvement in wider outcomes.
- Determine activities which will contribute to the achievement of these targets.
- Identify the responsibilities of parent/care, the pupil and the academy.
- Clarify the most effective means of communication between meetings.

Perhaps most importantly, the support meetings should help to establish a wider academy culture of listening to the thoughts and aspirations of parents/carers of young people with SEND.

At all stages of the special educational needs process, the academy strives to involve parents/carers and keep them fully informed. We take account of wishes, feelings and the knowledge of parents at all stages. We respect the validity of different perspectives and seek constructive ways of reconciling different viewpoints.

Parents/carers can contact the SENCO directly or through the class teacher. The Principal is willing to meet with any parent/carer who has SEND matters to discuss. We inform parents/carers of any outside intervention and share the process of decision making at every opportunity. We discuss transition arrangements for SEND pupils nearing the end of KS2 with parents at Year 5 review meetings and offer to provide assistance and links with secondary schools as and when it is appropriate.

Arrangements for dealing with complaints from parents/carers

These arrangements can be found in the Academy's Complaints Policy which is on the website (primrosehillcofeacademy.org) and have been agreed by the governing body.

In-service Training

- SENCO attends local and national courses/conferences.
- The SENCO is a member of a cluster group who meet to discuss and address current issues in SEND. The purpose of this group is to develop the supporting role of the SENCO with reference to enhancing pupil progress and supporting staff.
- Input to staff meetings to address academy SEND issues.
- SENCO to organise training for all staff to improve the provision for SEN pupils.
- TA and teacher attendance at local courses.
- Support and training through the West Gloucestershire Support Partnership.

Links with other settings

We realise the importance of close liaison with the on-site nursery unit and with our main partner secondary school, The Dean Academy. We also liaise with all other pre-school settings and secondary schools in the area when necessary. During the summer term, the SENCO and Year R teacher will visit nursery and pre-school settings to discuss provision for any children with identified special needs joining our academy. School brochures and information regarding SEND provision are sent out prior to the parents/carers meeting for new entrants, as is an open invitation to visit the school on an individual basis. When the children transfer at Year 6, meetings are arranged with secondary schools. Any pupils who are on our SEND register are discussed in depth with the receiving schools and copies of the EHC Plans, My Plan and My Plan Plus for these children are shared at these meetings. The SENCO and/or TAs are available to accompany Year 6 SEN pupils on their preliminary visit to their chosen secondary school to assist the transition process. SENCOs from the receiving schools of the pupils who have an EHC Plan or a Statement are invited to attend the annual review both in Year 5 and Year 6. Vulnerable children and/or those children particularly worried about their move to secondary school, many of whom will be on the SEND register, are invited to take part in extra visits to their chosen school to fully prepare them for their move. Secondary school SENCOs, TAs and teachers are invited here to work with Year 6 SEND children in their final term.

Outside Agencies

All members of staff are requested to keep the SENCO informed of any contact they have had with outside agencies. Likewise, the SENCO will relay any information received from and contacts made with outside agencies back to the class teacher.

The SENCO liaises with agencies such as:

- Educational Psychology Service
- Advisory Teaching Service
- Speech and Language Therapy
- Occupational Therapy
- Visual Impairment Service.
- Hearing Impairment Service.
- Hospital Education Service
- Paediatricians
- School Nursing Service.

Family Support Co-ordinator

Heather Thomas is the Family Support Co-ordinator for Family Lives, an organisation giving family support for parents and carers. She supports families of pupils at Primrose Hill Academy and Severnbanks School and is based at the Community Centre, Naas Lane, Lydney.

Family Lives is a charity with over three decades of experience helping parents/carers with the changes that are a constant part of family life. They provide professional, non-judgmental support and advice in a way that all members of the family can freely access.

Referrals can be made either through our Pastoral Support Worker or directly to Heather on 07585336708 or by e-mailing HeatherTh@familylives.org.uk

Pastoral Support Worker

At Primrose Hill Academy, the Pastoral Support Worker (Mrs Hayley Haddock) works closely with the SENCO to ensure that vulnerable children are receiving the support needed to make appropriate progress, and that every child has the opportunity to thrive and reach their full potential. The Pastoral Support Worker provides a vital link between home and school, particularly for our most vulnerable families or at a time of crisis. The Pastoral Support Worker offers help and support to parents, carers and children, signposting to outside agencies and assisting parents/carers to access support from other agencies working outside the academy setting.

The Pastoral Support Worker, along with The Family Support Worker, offers advice and support to parents/carers to enable them to best support their own child. Where it is appropriate and the parent is willing, a Common Assessment Framework (CAF) will be offered. A CAF is written with the involvement of the parent/carer, incorporating the views of family and child and any other agencies involved. The assessment looks at all aspects of the child's life, living situation, family and social relationships, social and anti-social behaviour, school attendance, physical and psychological health and education. This assist practitioners as it maintains a clear focus on need, makes judgement about the severity of need and identifies outcomes and service. Regular meetings are held with the parent/carer and Pastoral Support Worker to review the progress being made in meeting the child's needs. It is then the responsibility of the Pastoral Support Worker, the SENCO and the Principal to ensure that the services are delivered and the outcomes are met. By working in partnership with children and their parents/carers, the Pastoral Support Worker plays an important role in ensuring that all children in Primrose Hill Academy become confident and successful learners.

E.A.Wilkins January 2016

Review January 2017

Contacts

School **01594 843453**

School Website **www.primrosehillcofeacademy.org**

On our website, links For Parents then Academy Policies, you will find:

Dealing with Bullying Policy

Behaviour Policy

Medicines Policy

Child Protection (Safeguarding) Policy

Complaints Policy

Principal Mrs Vicki Henson **(Designated Safeguarding Lead)**
vhenson@primrosehill.gloucs.sch.uk

SENCO Mrs Liz Wilkins (NASENCO award)
ewilkins@primrosehill.gloucs.sch.uk

Inclusion Co-ordinator and SEN advocate on the Senior Leadership Team

Mrs Sally Bearcroft (Acting Deputy Principal), also Deputy Designated Safeguarding Lead.

sbearcroft@primrosehill.gloucs.sch.uk

Pastoral Support Worker Mrs Hayley Haddock

hhaddock@primrosehill.gloucs.sch.uk

Family Support Worker Ms Heather Thomas

HeatherTh@familylives.org.uk

07585336708

Governor with SEN responsibility - Mrs Bev Jones 01594 843453