**Pinders Primary School**

**SEND Policy**

**The named SENDCO is:**

**Kelly Rowlands**

**SEND POLICY 2024-25**

This policy complies with the statutory requirements in the SEND Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following guidance:

* Equality Act 2010 – Advice for schools DfE (Feb 2013)
* SEND Code of Practice 0-25 (Jan 2015)
* Schools SEND Information Report
* Schedule 1 of the SEN and Disability Regulations (2014)
* Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
* School Safeguarding Policy

**Definition of Special Educational Needs**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

* have a significantly greater difficulty in learning than the majority of children of the same age
* have a disability which prevents or hinders them from making use of educational facilities, of a kind generally provided for children of the same age in schools within the area of the local education authority
* are under compulsory school age and fall within the definition of the above statements or would so do if special educational provision was not made for them

**SEND is divided into 4 types:**

* Communication and Interaction – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, hearing impairment, and those who demonstrate features within the autistic spectrum
* Cognition and Learning – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia
* Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration
* Sensory and/or Physical Needs – this includes children with sensory, multisensory and physical needs

**A Graduated Response to SEN/D**

All staff have a responsibility for identifying students with Special Educational Needs. The teaching staff remain closely involved in a continuous process of developing a graduated approach following the guidelines set out in the New Code of practice 2014.This involves successive cycles of assessment, planning, intervention and review. It is known as the assess, plan, do, review cycle and is carried out by the class teacher with support from the SEN/D coordinator, the senior leadership team and support assistants. It also closely involves the parents and most importantly the child at every stage.

**The aim of our Special Educational Needs Policy is to ensure that:**

* We identify and assess children with SEN/D as early as possible.
* We work in partnership with families and carers.
* All procedures for identifying children with SEN/D are known and understood by everyone.
* We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEN/D.
* Records relating to SEN/D follow the child through the school, which are clear, accurate and up to date.
* We raise staff awareness of and expertise with SEN/D through INSET.
* We maintain close links with the Wakefield support services and other professionals and agencies.
* All children are given access to the curriculum at an appropriate level and that each child’s learning and achievements are maximized at every stage of their primary school career.
* There is adequate resourcing for SEN/D.

**Roles and Responsibilities:**

Pinders Primary School recognises that provision for children with Special Education Needs is a matter for the school as a whole. Roles and Responsibilities with regard to SEN/D are designated in the following way:

**Governors:**

* Ensure that there is an appropriately qualified teacher designated as SENCO for the school.
* Publish information regarding implementation of the school policy on the school website.
* A named governor to have responsibility for the implementation of the SEN/D policy.
* To have up to date knowledge about the school’s SEN/D provision, including funding.
* To know how equipment and personnel resources are deployed.
* To ensure that SEN/D provision is an integral part of the School Improvement Plan.
* To ensure that financial resources are available to carry out the SEN/D policy.
* To ensure the quality of SEN/D provision is continually monitored
* To ensure the SEN/D policy is subject to a regular cycle of monitoring, evaluation and review.
* To liaise with the head teacher, SENDCO and staff
* To report annually to parents on the implementation of the SEN/D policy and any changes during the school year.

**Headteacher:**

* Allocate roles and responsibilities to staff so that special needs are met.
* To liaise with staff, SENDCO, support services, health and social care professionals, parents and pupils.
* To report to governors on the needs of the SEN/D children in our care.
* To delegate the organisation of review meetings to the SENDCO.
* To ensure that the needs of SEN/D children are met within the school.
* Monitor, review and promote high quality teaching differentiated for all pupils.

**Class teachers:**

* Work closely with parents and pupils to establish strengths and difficulties at an early stage.
* Consider the views, expectations and concerns of parents and children and keep parents informed of the support and advice that is being offered.
* To assess all pupils using good quality formative assessment and where required the expertise of other professionals to establish needs.
* To identify the Special Educational Needs of individual children in their class and the expected outcomes with the support of the SENDCO using the LA matrix of need .
* To use an assess, plan, do, review cycle of graduated approach to supporting pupils with additional needs or barriers to learning.
* To know which pupils in their class are on the SEN/D Register and at what stage.
* To maintain an SEN/D file for their class reflecting this information for each individual child and copies of all relevant Support Plans or Profiles.
* To write Individual Learner Profiles and/or Support to Learn Plans for pupils with a Statement of SEN/D or Education, Health and care plan where appropriate.
* To ensure that these Individual Learner Profiles are reviewed at least annually with the parents (and child if appropriate) and that Support to Learn plans are reviewed at least three times a year where they are needed.
* To offer parents additional or extended parents consultations three times per year if their child is on the SEN/D register.
* To ensure CSAs are supporting pupils in their class, as directed.
* To ensure that the head teacher and other colleagues are aware of children's needs.
* To provide learning experiences which are appropriate to the needs of the child.
* To attend appropriate INSET and courses.
* To ensure that children with SEN/D can access a broad and balanced curriculum alongside their peers.

**Learning Support Assistants:**

**Under the guidance of the class teacher to:**

* Carry out activities and learning programmes planned by the class teacher and the SENCO.
* To keep records of this work as requested.
* To review regularly (weekly where appropriate) the support plans in use for children whose needs are at this level.
* To support children in class or by withdrawing individuals and small groups.
* To attend INSET and courses where appropriate.
* To be fully aware of the school’s SEN/D policy.

**SENCO :**

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* To play a key role in planning for delivering the strategic development of the SEN/D policy and provision.
* To oversee the day-to-day operation of the school’s SEN/D policy and record keeping.
* To coordinate the provision for children with SEN/D.
* To advise on the graduated approach to providing SEN/D support.
* To support staff in identification of needs using the LA Matrix of need and age related expected outcomes.
* To liaise with any relevant Designated Teacher as required where a looked after pupil has SEN/D.
* To give advice on the level of support and on appropriate resources and strategies to support learning.
* To contact parents and pupils to discuss and support needs and progress in conjunction with the teacher if needed.
* To make contact with the Educational Psychologists, other support services, health and social care professionals and independent or voluntary bodies in consultation with the Head teacher and class teachers.
* To be a key point of contact for external agencies.
* To liaise with other schools and education providers to ensure pupils and parents are informed about options and smooth transitions are planned.
* To monitor the needs of SEN/D children together with the head teacher and class teachers.
* To organise annual reviews.
* To contribute to termly reviews where appropriate.
* To support the writing of Individual Learner Profiles at least annually where needed.
* To support the writing of Support to Learn Plans and termly review where needed.
* To coordinate writing and reviewing of ‘My Support Plans’ for children where these are needed.
* To ensure that the impact of SEN/D interventions is assessed for each pupil.
* To monitor the effect of the SEN/D provision and policy.
* To meet regularly with the Head teacher to discuss individual children, resources and use of time.
* To ensure that provision for pupils with SEN/D is mapped.
* To ensure that the school’s SEN/D register & provision map is updated regularly.
* To ensure that children with SEN/D can access a broad and balanced curriculum alongside their peers.
* To lead the annual review of the Special Educational Needs Policy.
* To report to the Head teacher on the impact of SEN/D provision and policy.
* To report to governors when requested by the head teacher.
* To work in conjunction with the class teachers.
* To lead INSET on SEN/D in school as appropriate.
* To keep their own skills updated by reading, researching & attending INSET, National Award for SENCO training and other appropriate related external courses.

**Arrangements for Identification of Special Educational Needs and the Graduated Response to SEN/D:**

SEN/D Support

Pinders Primary School uses the LA Matrix of need for the identification and assessment of children with special educational needs. We aim to identify children with special educational needs as early as possible in their school career. When a class teacher identifies a child with SEN/D s/he should inform the SENCO using the appropriate referral form. If a parent has concerns about a child’s special needs these should be discussed with class teacher in the first instance.

If a class teacher has concern about a child these concerns will be discussed with the SENCO, who may suggest that the class teacher should monitor the child’s progress or behaviour for a period of time. Once this concern has been noted the class teacher will work closely with the child in the normal classroom context, observing the child’s progress and behaviour and ensuring any extra help available will be targeted for the child e.g. support from a Teaching Assistant, organisational changes, differentiated challenges or extra resources. The triggers for intervention through SEN/D Support could be the teacher’s or other’s concerns, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

* Makes little or no progress even when teaching approaches are targeted particularly in a child’s identified area of weakness.
* Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.
* Presents persistent emotional or behavioural difficulties.
* Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
* Has a communication and/or interaction difficulty.

If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SENCO about whether the child needs to go on the SEN/D register at the level of SEN/D Support. The SENCO will then discuss with or write to the parents about the child’s needs, offering to meet with parents. A decision may be reached at that meeting to begin SEN/D Support, in which case the child’s name will be entered on the SEN/D Register and the class teacher will include that pupil in their SEN/D file for that class. Children at this stage should be offered extra support from within the school’s resources and this will be recorded on the provision map and or the child’s Individual Learner Profile.

The information gathered from parents and the child through person centred planning will also be recorded on the Individual Learner Profile. If the child needs further intervention perhaps involving referral to other agencies and support from outside the school a Support to learn plan may be written which will include specific outcomes for the child’s learning and progress. These documents will form the basis of the assess, plan, do review cycle.

A decision to progress to a ‘My Support Plan’ may be made if it becomes clear that, despite appropriate interventions the pupil is unable to access the curriculum at an appropriate level.

The school may, with parental agreement, seek further support and involvement, from an Educational Psychologist and or other assessing professionals, for example speech & language therapist, physiotherapist or CAMHS. They should, with parental agreement be provided with up to date information about the pupil, including all previous interventions. External support services, both those provided by the LA and by other agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on targets or desired outcomes and accompanying strategies.

My Support Plan

A ‘My Support Plan’ brings together all the information about the child’s additional needs available from the child their family, the school, medical and social care professionals and others as needed. It is a comprehensive document aimed at creating a plan to support children across education, health and care. It will include a review of strengths, achievements and needs. There will be a description of what is currently supporting the child, the aspirations and plans for the future and agreed outcomes and actions by those involved. It will be regularly reviewed and updated and when completed will form the basis of an Education Health and Care needs assessment should a statutory assessment be needed.

The triggers for beginning a ‘My Support Plan’:

* Continues to make little or no progress in specific areas over a long period.
* Continues working at National Curriculum stages substantially below that expected of children of a similar age.
* Continues to have difficulty in developing literacy and mathematics skills.
* Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child’s own learning or that of the class group, despite having an individualised behaviour management programme.
* Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
* Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
* Interventions put in place for SEN/D support have had little or no impact on learning or progress, despite being appropriate and regularly monitored and reviewed.

**Progression to Statutory Assessment:**

If after advice from the Educational Psychologist and/or other professionals, the school and parents consider that help is needed from outside the school’s resources the SENCO will request Statutory Assessment to be considered by the Authority. The ‘My Support Plan’ and the supporting documentation will be forwarded to the Special Education Needs Assessment & review team (SENART), who with the SEN Panel, which meets fortnightly, will decide whether to proceed with Statutory Assessment.

Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and programmes of support.

If the Panel agrees to proceed with Statutory Assessment the SENCO may prepare further documentation about the child, including documentation, assessments and views from the child, the parents and other professionals, which is sent to SENART where, in consideration with the SEN Panel, an Education, Health and Care Plan may be issued.

If the SEN panel decide that no Education, Health and Care Plan is needed then the school will continue to follow the ‘My Support Plan’ using devolved resources to do so. If an Education Health and Care plan is issued the class teacher, in conjunction with the SENCO will use this as the basis of a programme of support to meet the objectives set out in the Education, Heath and Care Plan. This Plan must be formally reviewed at least annually.

**Annual Reviews of Education, Health and Care Plans:**

The Education, Heath and Care Plan must be reviewed at least annually. The Annual Review will be co-ordinated by the SENCO or head teacher. It will include reviews by the class teacher, teaching assistant and other professionals working with the child, for example the educational psychologist. If there are concerns about the needs, progress or behaviour of a pupil with an Education, Heath and Care Plan then an Annual Review can be held at anytime during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the Education, Heath and Care Plan. In the unfortunate event of a pupil with an Education, Heath and Care Plan facing Permanent Exclusion an Annual Review MUST be held at the earliest opportunity prior to the exclusion meeting.

**Transitions**

All pupils entering nursery should receive a home visit from nursery staff and if needed are offered transition visits prior to starting in our foundation stage. Where children have been identified as having Special Educational Needs, prior to entering nursery, we work closely with parents and other professionals to ensure an appropriate transition into foundation stage; this may involve a phased introduction, depending on the child’s need. We work closely with partner settings in ensuring the child’s needs are known and can be fully met within the Foundation Stage. Pinders Primary staff may attend transition meetings and ‘My Support Plan’ or individual profile/ plan review meetings prior to the child starting in the setting.

As pupils on the SEN/D register progress to secondary school the SENDCO will liaise with the various receiving schools. This will include inviting the SENDCO from the secondary schools to the Phase Transfer Review, & the Y6 Annual Review, as well as arranging and supporting visits for pupils and parents to look at prospective schools. This may also include specialist provision in the case of some pupils with EHC Plans. If a child needs to transfer to a different school for any other reason a similar programme of support will be devised.