



Richard Durning's Endowed Primary School Special Educational Needs Policy

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

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

This policy was created by the school's SENCO (HT) with the SEN governor in liaison with all staff and parents of pupils with SEND in the spirit of current reform. It was approved by Full Governors September 2022 and then annually by the SEND governor.

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Mission Statement

At Richard Durning's each child is at the heart of all we do

We have

High expectations of every child

We provide

A balanced, creative and exciting education

We encourage

Parents, staff, governors and children to work together in creating a safe and caring school

We

Prepare children for life so they are proud, determined and enthusiastic about their learning

We expect

Young people to have a sense of tolerance, respect and an understanding of their place in the world

We are a fully inclusive school. Every teacher is a teacher of every child or young person including those with SEN.

Whilst writing this policy the SENCO consulted with parents of SEN children and they helped to further develop it. This policy reflects the SEND Code of Practice, 0-25 guidance.

Section 2

Aim

We want to raise the aspirations of and expectations for all pupils with SEN. Our school provides a focus on outcomes for children and not just hours of provision and support. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Objectives – How are we going to do this?

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Coordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Section 3

Identifying Special Educational Needs

We will identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Where we identify a child as having SEN we **will** work in partnership with parents to establish the support the child needs.

We have a clear approach to identifying and responding to SEN.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

We assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, we will identify what reasonable adjustments may need to be made for them.

Class teachers, supported by the headteacher, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO,

assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) we will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. We will also listen to and address any concerns raised by children and young people themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Condition (ASC) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Broad areas of need – taken directly from SEND Code of Practice 2014

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASC are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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 may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We have clear processes to support children and young people, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Other needs

We acknowledge that other aspects are not SEN but may impact on progress and attainment. Examples of these are: Attendance and Punctuality; Health and Welfare; EAL; Being in receipt of Pupil Premium Grant; Being a Looked After Child; Being a child of Serviceman/woman

Vulnerable children

In line with KCSiE 2022 we are aware that children with SEND are vulnerable particularly if they have significant communication difficulties. Additional support is given to these children in line with our Safeguarding and Child Protection Policy.

Section 4

A Graduated Approach to SEN support

All children receive quality first teaching in our school and it is the role of the class teacher in providing this for all children. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The Code of Practice states that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

The First Step

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. At Richard Durnings all teaching is carefully monitored through observations and scrutiny of children's work and lesson plans to ensure it is high quality for all children. Children's progress is tracked formally every term and the headteacher and teachers

have dialogue about children in between these periods. All teachers as part of their Appraisal have target groups of children for whom we aim to improve their rate of progress and attainment. Where it is found necessary teachers receive professional development through a range of ways in order to improve their teaching strategies and knowledge and understanding of SEN.

Second Step – assess

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. It will also draw on other subject teachers' assessments where relevant, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the pupil is developing. For higher levels of need, we will draw on more specialised assessments from external agencies and professionals.

This information gathering will include an early discussion with the pupil and their parents. These early discussions with parents will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions will be added to the pupil's record on the school information system and given to the parents. We will also tell parents and young people about the local authority's information, advice and support service. (SEND Information Advice and Support Service SENDIASS)

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them if the parents agree.

Third Step - Plan

Where it is decided to provide a pupil with SEN support, the parents will be formally notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system. (SIMS)

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Fourth step - Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. They 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.

Fifth step - Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC (Education, Health and Care) plan, the local authority **must** review that plan as a minimum every twelve months. We will co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

Section 4

Managing Pupils on the SEN register

All pupils placed on the SEN register will be under the category of SEN support. Each pupil will receive support and profile according to the needs of the individual child.

1. If a pupil is placed on the SEN register the class teacher and SENCO will meet with the pupils' parents and discuss the support and profile needed to best support their child. At this meeting we will review the support already offered to the child and look at the evidence in order to gain a clear and full picture.
2. At this meeting we will consider the process to support the child and agree clear outcomes with a definite time scale. We will clearly identify the monitoring aspect of the plan and explain how and when we will monitor progress. The class teacher is responsible for ensuring the provision and support is completed as and when it is detailed. The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.
3. The plan will be reviewed termly – parents will be involved in this process along with the TA and SENCO. This will be fed into the next pupil progress meeting and will impact upon the next plan written for the child.
4. All children placed on the SEN register have some timetabled dedicated 1:1 support time. Teachers are responsible for ensuring that TA's delivering this support clearly monitor and evaluate its impact and this information is feedback to the class teacher.
5. If we feel that we are unable to fully meet a child's needs through our own provision we will ask for specialist help and support through IDSS, cluster Educational Psychologist, support from other schools and professionals or the child's doctors. We will have a bank of evidence to use for this referral including plans, reviews, monitoring and evaluation of support, children's work, and assessments. A referral will only be completed after involving the child's parents and seeking their support and advice on this. If applicable we will also involve the child and ask their opinions as part of this process.

Section 5

Criteria for exiting the SEN register

Pupils will exit the SEN register when we have evidence that they are making improved progress and their original need has diminished. We will continue to monitor the child for a period afterwards to ensure they continue to make improved progress in the area of their needs.

Section 6

Supporting Pupils and Families

All Local Authorities have published their own Local Offer. Lancashire's Local Offer can be located here:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancshires-local-offer.aspx>

Our school provides a statutory SEN Information Report and ours is located on our website www.richarddurnings.lancs.sch.uk

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We recommend parents use SEND Information Advice and Support Service (SENDIASS)

- Tel: 0300 123 6706
Monday to Friday 8am to 5pm
- Email: information.lineteam@lancashire.gov.uk

Or at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

Our admission policy is published on our website and is available within the prospectus.

Section 7

Supporting pupils at school with medical conditions

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

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

We have in place a policy which details the full support we will provide for children with medical conditions. This can also be located on our website.

Section 8

Monitoring and evaluation of SEND

All aspect of school life are carefully monitored and evaluated, this includes all aspects of Special Educational Needs. All children's assessments are formally monitored at the end of each term as well as informally monitored throughout the term. Provision mapping and interventions are formally monitored at the end of each term with regular discussions between teachers and teaching assistants throughout this period.

Pupils' views are sought through formal pupils' questionnaires as well as informal discussions and use of school council.

Parents' views are sought through annual questionnaires as well as detailed discussions at parents' evenings and SEN review meetings. We also have an open door policy where we discuss a wide range of aspects with our parents.

We have a governor (Kath Miller) who has responsibilities for helping to monitor SEN within our school and the Governor Curriculum and School Effectiveness Committee meet termly to review all aspects of school life including SEN.

We really do value all of these different opinions and they help to shape and change aspects within school life. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Section 9

Training and resources

SEN is funded through the school budget. The use of TA's is linked to budgets and their role within school matches the needs of the children. The Governor Finance and Staffing Committee aim to meet children's needs through the careful management of high quality staff.

All staff have either Appraisal Meetings or Professional Development meetings with the Headteacher and as part of this process training needs are identified and planned. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake high quality training and development.

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

The school's SENCO attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND.

Section 10

Roles and Responsibilities

Position	Person	Role
SENCO	Mrs Rebecca Whitfield Mrs Sarah Bowey	Lead and be responsible for SEND throughout the school, monitor and evaluate its impact and provision.
SEND Governor	Mrs Kath Miller	Help the SENCO with intervention programmes/strategies; help to monitor and evaluate the provision and ensuring the Code of Practice is fully implemented.
Designated Teacher For Safeguarding	Mrs Rebecca Whitfield and Miss Nicola Foley	All aspects of Safeguarding and Child Protection
Medical Needs of Pupils	Mrs Rebecca Whitfield	Managing all needs of pupils with medical needs and ensuring policy is fully implemented.

Section 11

Storing and Managing Information

All documents for SEN are stored in files in the Headteacher's office and on the school office server. Links are also made within the SIMs system. If a child moves school we will ensure all SEN information is passed on abiding by our confidential regulations.

Please see our Confidential Policy and Fair Processing Notices for further information.

Section 12

Reviewing the Policy

This policy will be reviewed every two years. The next date for renewal is December 2026.

Section 13

Accessibility

According to the SEN and Disability Act 2001 we have an accessibility plan in place and this is located at school. If parents wish to look at it please do not hesitate to ask Mrs Whitfield.

All our teachers are visible on the playground at 3:30pm so parents can approach staff if they have any queries or concerns. They are also accessible by telephone (outside of teaching hours) if parents wish to contact school in this way or by the class email. Teachers check their emails by 8:30am daily. The headteacher and bursar are contactable during the teaching day or before/after school starts either by telephone, email or in person.

On our new intake forms we ask if parents wish to receive information via email or paper versions in book bags. We also ask if parents would like to receive their information in a range of other ways, for example, large print etc.

We currently have a range of resources to aid pupils accessing the curriculum. If we needed something further to support a child we would improve the resources we have on offer.

All our children are included within the full curriculum and out of hours provision, such as a range of sports and other activity clubs. Children can access the whole of our outdoor areas as we have ramps and accessible paths in place.

Section 14

Dealing with complaints

In the first instance parents should contact their child's class teacher to discuss any matter. If this isn't resolved then parents should discuss the matter further with the Headteacher. All systems are in place if then further issues aren't resolved. Please see our Full Complaints Policy which explains the full procedure for any complaints whether these be for SEN or any other aspect.

Section 15

Bullying

We have an anti-bullying policy in place which clearly states that any form of bullying is not tolerated and will be dealt with seriously. The whole school participated in the writing of this policy and all share equal ownership.

Annually as part of their PSHE work and assemblies all children take part in anti-bullying programmes of work.

Our children know and understand that we are all different and may have different needs. We work hard to ensure our children truly respect and understand this.

Through our whole school ethos and curriculum we promote independence and build resilience in their learning of all children. If pupils have individual needs we have a variety of different programmes and methods as well as talented teaching assistants we will use to help address any difficulties.

Section 16

This policy relates to many other curriculum policies and these can be located on our school website.

Next Review Date: September 2026