Scholes (Elmet) Primary | St James' CE Primary | Moortown Primary

Special Educational Needs and Disability (SEND) policy

Adopted: Autumn 2017 Next review: annually, unless any changes are required prior to this
Green: text relevant to Scholes Purple: text relevant to St James' Orange: text relevant to Moortown

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 "A Statement is not Enough"
- Equality Act 2010
- Children and Families Act 2014

This policy relates to all three schools in Sphere Federation: Scholes (Elmet) Primary; St James' CE Primary; and Moortown Primary. Note the Inclusion Leaders, with responsibility for Special Educational Needs and Disability (SEND), are:

- Scholes (Elmet) Primary: Karen Hague (Designated Safeguarding Lead)
- St James' CE Primary: Karen Hague (Designated Safeguarding Lead)
- Moortown Primary: Clare Weekes (Designated Safeguarding Lead)

Within Sphere Federation we have an inclusive ethos and work in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children. We assess their attainment, progress and needs regularly and put support in place at the earliest possible stage where needed.

We use the Department for Education's definition of what Special Educational Needs (SEN) is:
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 him or her. A child 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, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities.*

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 or young people of the same age by mainstream schools, maintained nursery schools or by relevant early years providers.

Each school is required to detail provision that they offer for all pupils; this is shown in detail in the following policy. There is also a local offer from Leeds which can provide families with more support.
The Leeds Local Offer is there to signpost services and information for families, children and young people with SEN and disability aged 0 to 25 living in Leeds.

There is information about council, health and voluntary sector services. The site has been specifically designed to look for information from Facebook, YouTube, MeetUp and many other sources on the web. The Leeds Local Offer website pulls everything together in one place for you.

You can find more information at: http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx

The role of the child

Every individual child and their learning is at the heart of all we do. With great teaching, support and guidance, we expect all children in our federation to achieve their full potential. The child's role is to participate fully in the teaching and learning process. They should listen carefully, contribute ideas and answers, try their very best in their independent learning and seek help when they need it. Children should also follow the school rules – this applies to all children, all the time.

The role of the parent / carer

Parents are vital partners in the child's journey through school and are invited to attend review meetings of their child's progress. For example, this could be a parents' / carer's evening appointment or a meeting with the class teacher and the Inclusion Leader, Clare Weekes; Karen Hague; Karen Hague (a role often referred to as SENCo – SEND Co-ordinator). Where the child has more complex needs, parents / carers are also invited to annual reviews which may involve other professionals. We expect parents / carers to engage with school and to support their child's learning at home. Central to this is hearing their child read on a daily basis, making sure their child learns spellings and tables and helping with homework tasks.

The role of the teacher and teaching assistant

All our children are treated as individuals and the class teacher, alongside support staff, plan an appropriately differentiated curriculum for children. This ensures high quality teaching and learning with effective support and resources. When needed, we put in place targets, plans and appropriate provision to meet the additional needs of children with SEND. We review these regularly. Assessments are carried out to ensure children are on track to meet targets and that planning accurately addresses their needs. Progress and plans are regularly reviewed and evaluated to inform next steps.

Many staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEND. For example, we have staff who have developed high levels of expertise in the delivery of speech and language therapy and we run several groups to further language skills. High priority is given to the emotional and social wellbeing of our children and we offer nurture groups and 1:1 support for children who may benefit.

Staff ensure that their classrooms are stimulating and provide prompts and challenges for all pupils. Children with SEND benefit from the 'learning wall' displays and the posters around class which remind them of spelling rules, writing genres, vocabulary etc.

The individual school or parents / carers should consider requesting an Education Health Care Plan (EHCP) assessment where despite purposeful and relevant action to identify, assess and meet SEND, the child has not made expected progress. It is expected that there will be clear evidence of the action taken by the school as part of SEND support. If a referral is made, it does not mean they will necessarily get an EHCP – it will be considered if a pupil has educational needs over and above what a mainstream setting can normally put in place. If an EHCP is put in place, it will be reviewed on an annual basis with parents / carers and any professionals involved with the child.

Education Health Care Plan (EHCP)

From 1st September 2014 all new requests for statutory assessment saw existing statements replaced by Education, Health and Care Plans (EHCP).

The EHCPs are outcome focused. They emphasise coordinating the assessment for families and their involvement in decision making. There is increased focus on supporting the child prior to an assessment and casework officers are required to spend more time with the family when drawing together an EHCP. This process is known as an 'Education Health and Care needs assessment'.

Following a referral being made, a SEN casework officer will make a home visit to the child or young person. They will aim to gain a fuller understanding of the child's needs; discuss shared outcomes for the child or young person; and enquire about how they can provide support. They will also ask who has had previous involvement with the child and try to work out any gaps in knowledge and/or duplications.

A draft EHCP will be circulated prior to the next steps meeting. At this meeting the case officer will work with families, schools and relevant professionals to agree the draft EHCP. If appropriate this meeting will also be used to agree a personal budget. The application for an EHCP is a timed process of 20 weeks.

The role of school leaders

All SEND provision is overseen and managed by the Inclusion Leader: Clare Weekes or Karen Hague. They are supported by the Head of Federation who has overall responsibility for assessment in school and therefore monitors the progress. Together, they monitor, review and evaluate all SEND provision on a regular basis throughout the year. They set high expectations for all pupils and staff.

The Governing Body are responsible for SEND provision. They oversee how individual needs are being met and how SEND funding above £6,000 is being spent. Funding may, for example, be spent on additional services such

as additional speech and language therapy, learning resources, Learning Mentor or Behaviour Support Worker for children who need this additional support.
Leaders ensure that the school's physical environment is as appropriate and accessible as possible, within the means and confines of the school building - see Accessibility and Equality policy.

The role of outside agencies

With the needs of the child at the heart of what we do, we may seek support from other agencies. This would be when we need specific or substantially greater help such as advice from Educational Psychologists, the School Nurse and the Complex Needs Team. We work closely within two clusters, who can provide services such as Family Outreach Workers, Counselling and Therapeutic Services.

Arrangements for Transition

We will ensure smooth transition into any of our federation schools from the previous phase of education and from our schools into the next phase of education. We will ensure timely and early planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of additional SEN support and all those with Education Health Care Plans (EHCP). Pupils with EHCPs will have next phase placements and transition arrangements discussed at review meetings convened by the plan co-ordinator. Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. Parents will be given a named contact at the next phase provider so that any liaison is open and shared.

Admission Arrangements

No child will be refused admission to any of the federation schools on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Frequently asked questions from parents/carers

What do I do if I think my child may have special educational needs?
You should contact your child's teacher initially or arrange a meeting with the Inclusion Leader, Clare Weekes or Karen Hague. We will listen carefully to concerns, open lines of communication and put appropriate plans in place. This may involve suggesting other professionals who might be able to help. Because we closely monitor every child's attainment and progress, it's likely that we will have already spoken to you about any concerns we have.

How will school support my child?
The class teacher will plan specific targets and the support needed to meet those targets. This is likely to include lots of extra practice of a specific aspect of learning over the course of the week as well as differentiated tasks within lessons. This will be overseen by the Inclusion Leader and any other professionals involved with the child. Any alternative provision will be delivered by teachers and support staff and will be reviewed regularly by teachers and the Inclusion Leader. Any plans or targets will be shared with you at parents' evenings or at review meetings with the Inclusion Leader.

How will the curriculum be matched to my child's needs?
As well as individual plans and targets, which would usually be delivered on a one to one basis, we make sure that all children have access to a curriculum which is differentiated to challenge and meet individual needs. We might also group children so they access targeted support or specific resources together – this group work often helps with their learning and social needs.

How will I know how well my child is doing and how will you help me support my child's learning?
In addition to normal reporting arrangements, there are parents' evenings and review meetings where there will be opportunities for you to discuss your child's progress with the class teacher. The Inclusion Leader is always available on these evenings for further discussion and to support you with any concerns you may have. You can be involved in supporting your child's education in consultation with the class teacher. This may involve special homework tasks or reinforcement of classroom strategies in the home. We will always try to offer parent training or learning events to help this process and we welcome suggestions from you if there's anything else that you would like support with.

What support will there be for my child's overall well-being?

The schools in Sphere Federation have a caring and supportive ethos. We are inclusive schools. We make sure all our children have the highest levels of pastoral care possible. This support may include sessions with a Learning Mentor, who may plan programmes to meet the additional emotional and social needs of individual children. We have close partnerships with outside agencies. This ensures support is available for families who may need additional support.
All our staff are trained in child protection procedures and there are designated child protection staff in each school to ensure that all children are safe.

What specialist services and expertise are available or accessed by the school?
Our open door policy ensures you can feel confident when you approach us with a problem. You can tell us your concerns and we will access a range of services to provide support. This may involve referral to targeted services such as counselling or family support. Where education is the issue, the Inclusion Leader has access to specialists such as Educational Psychology, Speech and Language Therapists, Complex Needs Team and the STARS team (specialists in autism). We recognise the importance of early diagnosis and intervention and have close links with the Early Years Team. Similarly, we work closely with the School Nurse, who is available to train staff when children have specific medical issues and links with many other support agencies.

What training are the staff supporting children with SEND having/had?
Our Inclusion Leaders have over 20 years of experience of working with children in schools and have specialised in SEND for a substantial part of this.

Due to previous input from speech and language therapy, many staff have become trained and specialised in the development of speech and language groups and the delivery of individual programmes of study.

All our staff are skilled in behaviour management. Through in-house training and input from outside providers, we also have high levels of expertise in the understanding of behavioural difficulties and have robust systems in place to support and monitor children whose barriers to learning lie in this area.
Staff have attended extra training to support their own learning and have become specialised in areas of need such as phonics, dyslexia and specific learning support programmes.

How will my child be included in activities outside the classroom?
We ensure all children with SEND are able to access all activities and school trips enjoyed by their peers (although these may have to be adapted for those with specific needs). We consult with parents / carers when planning activities to ensure safety and inclusion when it will help meet the child's needs. Some children with complex needs will receive extra funding and this will be used where possible to employ staff on a one-to-one basis to promote independence but to also support inclusion at all times.

How accessible is the school?
An appropriate and accessible learning environment is provided within the confines of the buildings and is adapted where possible with additional funding if necessary. Most of the schools are accessible for wheelchairs but space in some classrooms at Moortown is severely limited. Children who need additional specific equipment and facilities will have their needs met to the best of our ability, sometimes through an application for additional funding.

How will your school help my child move on to the next phase of education?
Transition happens when your child moves into a new phase, eg from Early Years to Key Stage 1 or from Primary School (Key Stage 2) to Secondary School (Key Stage 3). Transition arrangements are firmly established in all three schools. You and your child, where appropriate, will be involved in any decisions made. Social and emotional support is planned to ensure all children make transitions smoothly and confidently; this support may vary from school to school depending on where your child is moving to.

How are school resources allocated and matched to the children's SEND needs?
The school is funded on a national formula per pupil. Blocks of £6,000 are allocated depending on the number of children who meet the criteria and who are on the school's inclusion register. The school can apply for a 'top-up' if we feel that a child's needs are greater than what can be provided through the £6,000 block. We would use the additional funds to put appropriate support in place to meet the specific needs of your child. This may take the form of a one-to-one support worker to support the child to access a personalised timetable, develop independence and access all areas of the curriculum. However, do be aware that there are strict criteria for additional funding to be granted.

How is the decision made about what type and how much support my child will receive?
The Inclusion Leader will take advice from all professionals involved with the child alongside the views of you and your child. The best possible package of support will be put in place. We will regularly monitor the support and update where necessary.

How are parents involved in the school and how can I be involved?

Parents are kept informed about teaching and learning through regular newsletters, the news page for each class on the website, parents' evenings and other events. We have learning workshops to show parents our methods of teaching phonics, reading and maths. Teachers are happy to meet with parents, often on a drop-in basis, to discuss ways to support your child at home. If you want to be more involved, you could consider joining the school's active PTA or the Governing Body.

How can I find more information?

If you're considering applying for a place, contact the individual school office, who will direct you to the Inclusion Leader, Clare Weekes or Karen Hague, for further information and help with your application.
If you want to discuss something about your child, contact the class teacher in the first instance.
If you want information about other support services, the local authority's Local Offer, visit the website or ask the Inclusion Leader: Clare Weekes or Karen Hague.
You might find it helpful to look at some summaries of key policies on the school website.