

Policy for Meeting Special Educational Needs

Clitheroe Pendle Primary School.

This policy has been written and updated in line with the SEN Code of Practice 2014 and the equality Act 2010. This policy is reviewed and shared with Staff and Governors on an annual basis.

The SENDCO is Mr Adam Morris

The Governor with responsibility for Special Educational Needs is Mrs Victoria Rush

This policy is linked to other policies including our Equalities policy, <https://clitheroe-pendle-primary-school.secure-primariesite.net/equality/>

Anti- Bullying policy and Behaviour Policies <https://clitheroe-pendle-primary-school.secure-primariesite.net/policies/>

Our Vision

'We learn together and support each other.'

Our vision is to create a school where everyone works together supporting each other to ensure that all children achieve their potential. We aim to develop talents, abilities and a joy in learning, providing opportunities that will prepare children and families for their futures together. Our children will receive the very best start and will be loved, cared for and supported along their journey.

We aim to provide for the individual learning needs of every child and recognise that in some instances there may be a requirement for specialised provision in order to ensure access to the curriculum for all pupils. Pendle Primary School welcomes all children and aims to respond appropriately to each child's individual needs.

Our Values



Our values are integral to every aspect of school life, nurturing our pupils on their journey through life so they grow into caring, responsible and tolerant adults. We have a set of School Values that link very closely and support our work on the British Values.

Aims of our SEN provision:

- To ensure that the school offers a broad, balanced and adaptive curriculum that is accessible to all pupils.

- To ensure the learning needs of pupils with SEN are identified as soon as possible and suitable arrangements are made to meet these needs.
- To maintain appropriate records and to closely monitor pupil progress.
- To develop partnership with parents in the education of their child.
- To make the best use of available resources.
- To work with other agencies in the development of appropriate provision for our pupils with Special Educational Needs.

Good practice for children with SEN is good practice for all children.

This is in line with the 5 key recommendation of the Education Endowment Foundation report- Special Educational Need in Mainstream Schools.

Local Offer and SEN Information Report

The school website has a copy of Lancashire's local offer and Pendle's SEN information report which outlines what we can provide for SEN pupils. The school building has been adapted to accommodate the needs of those who have physical mobility issues (see Accessibility plan on school Website.)

At Pendle School we are committed to providing an inclusive curriculum. Our focus is on providing inclusive learning throughout the curriculum. We aim to provide all children with learning opportunities in which they can participate at their own level and make progress. Planning for SEN pupils is an important part of the planning process. Providing the best support for SEN children is a priority at Pendle School and will be delivered in a variety of ways with specialist help and support from a range of support networks.

Admission arrangements for the school are described in the school admissions policy.

Identifying Special Educational Needs

A child is considered to have Special Educational Needs if they require provision that is different to and above that of their peers.

Special Educational needs Provision can be considered as falling in to four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical (SEN Code of Practice 2014)

The SENDCO works closely with class teachers and the headteacher to identify children who are experiencing difficulties accessing learning and other aspects of school life as early as possible. This identification is through discussion,

observations, summative and formative assessments. Identifying Special Educational Needs is not an end in itself but provides a first step to understanding and providing for the child's needs and monitoring the child's progress.

Methods of assessment and monitoring include;

- EYFS baseline assessments and EYFS profile
- End of Key Stage SATs for Y2 and Y6;
- Termly teacher assessments.
- Ongoing teacher assessment outlining progress in all curriculum areas.
- Teacher observations of the child's interactions and behaviours in the classroom.
- Specific interventions e.g. Precision teaching
- Progress in achieving individual targets
- Termly pupil progress meetings.
- Discussions with parents.

A graduated Approach to SEND support.

We follow a graduated approach to meeting the needs of individual children. Assess, Plan, Do Review: This is based on a cycle of assessing a child's needs through ongoing observations and assessments, planning how to meet the needs identified, implementing these plans through adapted teaching, interventions and support and reviewing the progress made before the cycle repeats itself with specific new needs identified.



At Pendle primary high quality teaching, adapted for individual children is the first step in responding to pupils who may have SEN.

If a class teacher has concerns regarding a child's progress the class teacher will discuss this with parents and may complete an 'Expression of Concern' form. An action plan is agreed in discussion with the class teacher and SENDCo. This is discussed with parents.

If, after ongoing assessment and monitoring of a child's progress, the child has not made the progress expected for them as an individual a POP (Pupil Overview of Provision) will be written by the class teacher, in consultation with parents and the SENDCO. The POP will identify specific target interventions that will be put in place. POP targets are Specific Measurable Achievable Realistic Timed

targets. For higher levels of need school may liaise with other external agencies such as occupational therapy, speech and language services. The POPs will be reviewed and shared with parents on a termly basis.

If a child has significant individual needs and, after following the advice of an educational psychologist, progress is still not evident, school may apply for an EHCP (Education Health and Care Plan.) If this application is successful school will receive extra funding to enable further support for the individual child.

If we are unable to meet the needs of an individual child then it may be necessary, in rare circumstances, for alternative provision to be arranged for that child to be educated at a specialist school.

Where a pupil has an EHCP (Education Health Care Plan) there is an annual review carried out at the school in conjunction with the LEA which parents and external agencies are invited to attend.

Supporting Children and Families

Parents are valued and their contribution in terms of identification and support for pupils with Special Educational Needs is fully recognised. Parents are kept fully informed of their child's needs; are asked to contribute to POP's, invited to attend reviews, are asked to support the development of individual approaches to their child and provide help at home wherever possible. We welcome discussions with parents on any matter relating to their child's progress but advise parents to telephone school to make appointments to ensure staff are available. The arrangements described in the policy to keep parents informed are additional to the standard methods of reporting and consulting available to all parents.

See SEN information report.

Partnership with other professionals and agencies.

At Pendle we use a range of outside agencies to support our SEN pupils:

We work with ADYS, an SEN consultancy, for regular advice and specialist teacher support

Educational Psychologist

School Nurse

Speech and Language Therapy

Occupational Therapy

Counselling Services

Social Worker.

Supporting children with Medical Conditions

At school we recognise that children with medical conditions should be effectively supported to have full access to the curriculum. This includes 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 children with medical needs may also have SEN and may have an Education Health and Care Plan.

Monitoring and Evaluating SEND

All teachers have a key role in monitoring all aspects of pupil performance and, in particular, the identification of pupil needs. The SENDCO monitors provision for children with SEN, including monitoring the POPs and discussion with class teachers regarding support for individual children in their class. Through regular discussions class teachers alert the SENDCO to any other children who may require support.

The SEN Governor has termly meetings with the SENDCO to monitor SEN provision. Reports are written by the SENDCO and the SEN Governor to feedback to the full governing body.

The aim of the Evaluating and Monitoring arrangements is to promote an active process of continual review and improvement of provision for all our pupils.

Accessibility

Every effort is made to ensure all children have access to all the opportunities available at Clitheroe Pendle Primary school. We are committed to ensuring that pupils and parents can access the school fully.

The school is partly wheelchair accessible and to enable access for all pupils and parents with disabilities, the school has ensured all exit doorways and entrances to all KS1 classrooms and one lower KS2 and one Upper KS2 classroom, are on a single level and some have ramp access. A low toilet with a wide door is available.

Two classrooms have handrail access.

Information about school is freely available on the school website, with each class having their own web-site page, and we operate an electronic 'parent email' system (Parent Pay) and Twitter. Paper copies are freely available from the school office and parents are encouraged to request further support with accessing information if required. There is a school information-board outside the building and fortnightly newsletters. Most furniture is modern and height appropriate to the age group of children being taught in that classroom. We have no adjustable seating but have provided this if required especially in the ICT suite where access to monitors is needed.

Resources and specialist equipment are used where needed and due consideration made for pupils whose disability may demand adjustments (For example giving more time to complete a task).

The full Accessibility Plan is available on the school website or from the school office.

See SEN information report.

Bullying

At Pendle Primary School we believe all pupils have the right to feel valued and unafraid. All children are entitled to learn in a supportive, caring and safe environment without the fear of being bullied. Through regular discussions, assemblies and PSHE theme days it is made clear that bullying is wrong and that bullying behaviour is not tolerated. All staff understand that pupils with SEND may be more prone bullying and school will have extra pastoral support to address this.

Our Anti-Bullying Policy is available on the school website or ask for a copy at the School Office.

See SEN information report.

Complaints Procedure

Complaints about our SEN provision are dealt with as follows;

Teaching staff and Governors consider that the provision for SEN in Pendle is effective and successful. However, should parents have cause for complaints they are invited to make representation to the class teacher in the first instance, and to do this as quickly as possible. Early discussion can prevent the issue becoming a more difficult problem to solve.

Where parents are not satisfied with the outcome they should address the matter to the SENDCO (Mr Adam Morris), Head teacher (Mrs Wendy Nunns) or Chair of Governors (Mrs Bridget Mashiter)

See SEN information report.

Training and Resources

At Pendle we believe the greatest resource we can offer children is the time and attention of trained personnel, starting with quality first class teaching. Teaching Assistants work closely with the teachers to provide targeted teaching of key skills in Literacy and Numeracy and support and guide children with behavioural difficulties.

Training needs and resource implications are identified through pupil progress meetings, staff appraisal and professional discussions. Where possible

appropriate training is put in place in response to these discussions. The SENDCO attends Local Authority termly seminars to keep up to date with current best practice in SEN. Training through the Inclusion Hub is matched to needs. Adam Morris, SENDCo, is completing the national SENDCo (NASENCO) qualification in 2024/25. Training is planned for teachers and teaching assistants through staff meetings, including training delivered by other agencies.

A central bank of intervention resources and support equipment is kept in the hall cupboard. The SENDCO supports and advises teachers about the resources available to support individuals.

Storing and managing information

A register of all pupils identified as having Special Educational Needs is kept by the SENDCO in consultation with the class teacher, parents and Head teacher.

School uses CPOMS to register and store electronic copies of all SEN documentation.

Funding

All mainstream schools have an amount within their overall budget called the notional SEN budget, this is not a ring fenced amount. As a school we decide how to fund appropriate high quality support, including staffing, training and resources, from the overall budget.

This SEN policy is reviewed annually by governors with the assistance of the SENDCO. The policy is due for review in October 2025

Mr Adam Morris (SENCO)

October 2024