



Shakespeare

Primary School

Shakespeare Primary School
Special Educational Needs Policy
2017-2019

Incorporating Special Educational Needs Information Report

In compliance with
Statutory Instrument : Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2015)

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SEN Policy for Shakespeare Primary School

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 staff, 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

Policy Links

This Policy links to other school policies:

Behaviour

Child Protection Policy

Complaints

School Universal Offer

Leeds Local Offer - <http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>

Admissions Policy

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" and special educational needs.
 - It is possible for children to 'underachieve' but they will not necessarily have a special educational need. We strive to identify this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEN Policy to the Inclusion Manager/Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the head teacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the Inclusion Manager/SEN co-ordinator.

Gemma Briggs

Contact via the School Office: 0113 3368340

The name and contact details of the SEN Governor.

Judi Hall

Contact via the School Office: 0113 3368340

SEN Information Report

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 of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The kinds of Special Educational Needs which are provided for in our school:

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Social, Emotional and Mental Health Issues
- Autistic Spectrum Conditions
- Hearing Impairments
- Moderate Learning Difficulties
- Specific Learning Difficulties (e.g. Dyslexia)

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved Notional SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's needs meet criteria and the school's needs make that a necessity.

In agreeing our graduated approach, the school has taken into account the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. "

SEN Code Of Practice (2015 : Para 1.24)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2015

Provision for SEN

At Shakespeare we use the Graduated Approach and the Assess, Plan, Do, Review cycle. We identify provision in 'Waves'.

Wave of Support	Provision/Assessment/Review
Wave 1	All children access Quality First Teaching. Teachers differentiate work to meet the needs of all children. Wave 1 is evidenced on teachers' planning and this is evaluated each week and adapted as necessary. This provision is reviewed and discussed at termly SEN and Pupil Progress Meetings and review meetings. Areas for CPD are identified and arranged as appropriate.
Wave 2	Wave 2 is targeted small-group intervention. The children should be identified at Pupil Progress Meetings and the intervention should be planned accordingly to meet their needs. This may be catch-up programs for children working just below age-related expectations, 'same day' intervention for children who have not met outcomes for a particular lesson or vocabulary groups for children who need speech and language support. Our Pastoral Team also deliver Wave 2 support in the form of small-group work. The impact of an intervention is reviewed at Pupil Progress Meetings and next steps are planned. Not all children working at Wave 2 will be on the SEN register however some children on the SEN register could access Wave 2 support. Wave 2 provision is evidenced on a whole school provision map.
Wave 3	Wave 3 is used when children are making insufficient progress at Wave 1 and 2 and/or when outside agencies are involved. It is highly individualised. Staff work in consultation with the child, parents, Inclusion Manager and relevant agencies to set individual targets using B Squared assessment materials. Targets are monitored for evidence of achievement and updated when required. Children with Wave 3 support also have a Pupil Passport that details the child's strengths and difficulties. Wave 3 provision is evidenced on a whole school provision map.
Education Health Care Plan (EHCP)	An Education Health Care Plan is for children and young people (0-25yrs) who will have a substantial, and often sustained, educational need. These plans have replaced Statements of SEN and are for children with very complex needs who will either require specialist support for a considerable amount of time in a mainstream or specialist setting. EHCP provision is evidenced on a whole school provision map. There is a statutory requirement to review ECHPs every 6 months for pre-school children and annually for school age children.

The school has a robust approach to supporting children who require social and emotional provision.

- Lunchtime pastoral groups – to support unstructured time
- Behaviour policy and whole school reward system
- Pastoral team support
- Behaviour support workers within phases
- Learning mentor and academic mentor support
- Family support from pastoral team/Inner East Cluster
- Emotional Literacy/Circle of Friends groups

Staff are aware of the following mental health risk factors from Young Minds:

Table 1: Risk and protective factors for child and adolescent mental health Risk factors		Protective factors
In the child 5,6	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the family 4,5	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, neglect or emotional abuse • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord

We aim to promote positive mental health through:

- The Cornerstones curriculum
- Assemblies
- Partnership work
- Further staff CPD
- SEAL and Circle Time
- The 6Bs and other resilience promoting theories
- Parental support
- Small group intervention

If a teacher or staff member is concerned about the mental health of a child or parent they should discuss this with either a member of SLT, Inclusion Manager or a member of the pastoral team who will refer to the DFE guidance document March 2016: Mental health and behaviour in schools Departmental advice for school staff.

Identification and Assessment

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the

SEN Code of Practice 2015. Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data.
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns.
- Tracking individual children's progress over time,
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all learners which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs Top-Up funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Evaluation

The monitoring and evaluation of the effectiveness of our provision for learners is carried out in the following ways:

- Classroom observation by the senior leadership team.
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis
- Scrutiny of planning
- Teacher progress meetings with the SENCO
- Informal feedback from all staff
- Pupil Progress Meetings
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring targets, evaluating pupils' progress.
- Attendance records
- Regular meetings about pupils' progress between the SENCO and the head teacher
- Head teacher's report to parents and governors
- SENCO's annual report to governors

Monitoring

- Depending upon the wave of support as outlined above, the progress of our pupils will be assessed and reviewed through:
 - The school's processes for tracking the progress of all pupils
 - Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
 - At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015)

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. For example:
 - Providing additional adult support in order to enable children with SEN to access after school sports clubs.
 - Attending city-wide sporting events for children with SEN.
 - Providing alternative lunchtime arrangements for children with sensory and SEMH needs.

- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

- Our deployment of additional staffing and resources funded from Notional Inclusion Budget, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities). This is in compliance with the Equality Act 2010.

- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners.

- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Roles and Responsibilities

Class teacher

- liaising with the SENCO to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a provision map – but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school’s SEN register. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans)

- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities.
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2015)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners
 - monitoring progress

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Overseeing the day-to-day operation of the school’s SEN policy;
- Coordinating provision for children with SEN.
- Liaising with the relevant designated teacher where a child looked after pupil has SEN
- Advising on a graduated approach to providing SEN Support
- Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- Liaising with parents of children with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies.
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school or maintained nursery keeps the records of all children with SEN up to date.

- The SENCO will regularly attend local network meetings

- Will seek specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer.

Head teacher

- The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The head teacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Manager/Special Educational Needs Coordinator (SENCO).
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map
 - regular meetings with the SENCO
 - discussions and consultations with pupils and parents as appropriate.
- Will ensure that in accordance with Section 6 of the SEN Code of Practice 2015, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- Will ensure that all staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets

- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Leeds SEND Information and Advice Support Service available as part of the Local Offer.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In lessons children reflect on their learning and respond to teachers' marking and feedback in order to improve their work or address errors and misconceptions. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets

Shakespeare Primary School is working towards Investors in Pupils. As part of this programme all children identify personal targets that are displayed in the classroom. The programme offers schools a framework for involving pupils in decision making, and developing responsibility and leadership in relation to their learning, behaviour, attendance, classroom management and induction.

Partnership with Outside Agencies

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care.
- We seek to respond quickly to emerging need and work closely with other agencies including :
 - Targeted Services Lead
 - CAMHS
 - SENSAP
 - Educational Psychology Service
 - SENIT
 - Leeds SEND Information Advice Service
 - Sensory Impairment team
 - Local NHS services
 - Early Years SEN support service (Inc Portage team)
 - Multi-agency safeguarding hub
- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the Inclusion Manager/SENCO or Designated Teacher for CLA, but in some cases it can be another member of staff who we have identified as a key worker.

Transition

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely 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 statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. 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 reliable named contact at the next phase provider with whom the SENCO will liaise.

Admissions

For admissions information please see:

<http://www.shakespeareleeds.org.uk/about-our-school/admissions/>

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Links with other services:

Effective working links will also be maintained with:

Complex Needs Team

<http://www.leeds.gov.uk/residents/Pages/Welcome-to-Leeds-City-Council-complex-needs-service.aspx>

Contact number: 0113 395 1039

Educational Psychology Service : <http://www.leeds.gov.uk/residents/Pages/Educational-psychology.aspx>

Contact number : 0113 395 1176

Social Services : <http://www.leeds.gov.uk/residents/Pages/Children-Social-Work-Services.aspx>

Contact number : 0113 222 4403

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

- **Information on where the local authority's local offer is published.**

<http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>

This policy will be reviewed annually by the governing body and was last reviewed:

October 2017