



*At Ashfield Valley we care for and value every child
in a nurturing, inclusive environment.*

*All members of our school community will work
hard to ensure that every pupil achieves their full
potential and has the opportunity to shine.*

SEND Policy 2024-2025

Reviewed: June 2024

Date of next review: June
2025

Ashfield Valley Primary School

Special Educational Needs Policy (SEND)

Our SENCo is Miss J Griffin

Legal Framework

In completing this policy we have consulted the following documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEN Code of Practice 0- 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan

This policy is shared with staff, governors, parents and children.

In the spirit of transparency and collaboration we will endeavour to consult with all stakeholders on a regular basis.

Values

The purpose of education for all children is the same, the goals are the same. But the help that individual children need in progressing towards these will be different. (Warnock Report 1982)

We have a commitment to educational inclusion, and we believe that all teachers are teachers of children with special educational needs.

- “Every teacher is a teacher of every child or young person including those with SEN.”
- Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff, and whether they are withdrawn or not. We adopt the three Waves of Intervention model whereby Wave 1 is characterised by quality first teaching, Wave 2 is characterised by catch up work which may be delivered to individuals; to small groups and may be in class or out of class. Wave 3 is characterised as bespoke interventions for children with special educational needs and would be recorded on their individual provision map.
- High quality teaching, differentiated for individual children, is the first step in responding to students who have or many have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. (Wave one intervention)
- Access to the schools broad and balanced curriculum is achieved for most children by differentiation of class work by subject teachers.
- “SEN provision is underpinned by quality first teaching and is compromised by anything less.”

Definitions

(Code of Practice 6.15)

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

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, mainstream post- 16 institutions or be relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xii. above when they reach compulsory school age or would do so if special educational provision was not made for them.

Disabled children

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities,’ this definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

It is noted that children should not be regarded as having a learning difficulty solely because the language used in teaching is different from that spoken in the home (Education Act 1981)

The Four Broad Areas of Need:

Communication and Interaction Cognition and

Learning

Social Emotional and Mental Health Difficulties Sensory or

Physical Needs

What SEN is NOT

- Persistent and disruptive behaviour does not necessarily mean a child has SEN
- Short term needs are not necessarily SEN
- Slow progress and low attainment are not necessarily SEN
- SEN is not EAL (see EAL Policy)

We can of course celebrate progress in areas other than attainment

Aims

- To ensure that our duties, as set out in the 2014 Children and Families Act, SEN Code of Practice 0-25 2014 and the Single Equality Act (2010), are fully met to enable students with special educational needs and/or a disability to join in the normal activities of the school along with pupils who do not have SEN.
- To ensure that all children at Ashfield Valley, whatever their special educational need and/or disability receive appropriate educational provision that enables children to achieve their best, become confident individuals and make a successful transition into adulthood and lead fulfilling lives.
- To ensure that all children at Ashfield Valley are not discriminated against on the grounds of SEN.
- To ensure accessibility or provision for all students, staff, other members of the school community and visitors.
- To provide an inclusive education, in which all children have access to a broad and balanced curriculum, which will enhance their self esteem and which aims to develop their full potential, within an agreed whole school approach.

Objectives

- To provide a graduated response and early intervention as described in the Code of Practice, with early identification of needs leading to effective planning and provision.
- To develop partnerships with parents, outside agencies and the LA.
- To encourage children to express their views and be fully involved in their own learning.
- To support and train staff in understanding their responsibilities and managing individual needs through ongoing CPD opportunities.
- To make reasonable adjustments to accommodate the needs of individual learners

Admissions

Admissions arrangements for pupils with SEN are the same as those for other children. Admissions criteria do not discriminate against children with SEN. The school adheres to the Rochdale School Admissions Criteria.

We are mindful of our public sector duties under the Single Equality Act 2010. The school has provided carpets and blinds to improve conditions for hearing impaired children. Wheelchair lifts and ramps have been installed to improve access for children with mobility problems.

We have up to date accessibility plan.

The SENCo is responsible for:

- maintaining the SEN register, and reviews individual needs and progress with class teachers through pupil progress meetings, held once a term. Children with SEN are identified through pupil progress meetings. The headteacher liaises with outside agencies and oversees procedures for statutory assessments, and provision for children with statements.
- Supporting staff in writing IPMs (individual provision maps) and planning special educational provision, using advice from outside agencies where this is available. Class teachers meet once a term with the SENCO to review outcomes and plan next steps.
- Overseeing the day-to-day operation of this policy and coordinating the provision to ensure an agreed consistent approach is adopted.
- Ensuring detailed assessments and observations of children with specific learning problems are carried out.
- Liaising closely with parents, outside agencies, class teachers and TAs
- Coordinating the in-service training of staff.
- Managing teaching assistants
- Liaising with feeder schools to ensure effective transitions
- Overseeing the strategic development of SEN

Class Teachers are responsible for:

- The progress and development of the students in their class, including where children access support from teaching assistants or specialist staff.

- Providing an inclusive environment in the classroom for children with SEN and for providing an appropriately differentiated curriculum. The SENCo can assist with this.
- Identifying children with SEN in their class and referring to SENCo
- Being fully aware of information and needs of children who have an EHCP and assist in providing the support detailed in the plan.
- Contributing to targets and ensuring they are implemented within their classroom to support the children's needs and producing/evaluating the IEP.
- Making themselves aware of this policy along with procedures for identification, monitoring and supporting students with SEN
- Giving feedback to parents of students with SEN.

Identification and Assessment of SEN (How we identify SEN) (Code of Practice 6.17)

We do this through:

- Termly pupil progress meetings
- teacher assessment
- initial concerns referral forms
- Foundation Stage Profile information
- Baseline assessments e.g. WELLCOM, NGRT, Nfer and IDL
- External reports, results and assessments e.g. RANS, # Thrive, Healthy Young Minds, Fair Access, Educational Psychology, NHS

Through termly pupil progress meetings, the SENDCo, class teacher and class TA identify pupils who are making less than expected progress given their age and individual circumstances, or who are continuing to work at a level substantially below their peers. Steps are taken to assess their attainment and further learning needs. Structured interventions are put in place and their impact is monitored. The SENCO is available to support class teachers with assessment and planning.

Ashfield Valley has a graduated approach to managing special educational needs, with four stages of action:

Assess (for example in house baseline assessments, needs analysis, specialist assessments etc)

Plan (for example consult with parents, share information, plan interventions and support, involve the child, set review dates, highlight related staff training etc)

Do (implement interventions, provide support, assess impact, consult with parents, gain feedback from child etc)

Review (for example evaluate the effectiveness of the support, its impact on the child's progress, consult with parents and child, agree changes, set new objectives, plan next steps)

SEN register

At Ashfield Valley, childrens' special educational needs are recorded as

- School Support
This is an informal, school based category, where children receive additional, structured intervention and support for their learning. For many children, this is sufficient to help them to make progress.
- SEN support
(Code of Practice 6.44 - 6.56)

A small number of children will require more detailed and specialist assessment and support to achieve their desired outcomes (Wave 3 interventions). These children are placed at the stage "SEN support". SEN support takes the form of a four part cycle through which earlier decisions and actions are re-visited, refined and revised with a growing understanding of the pupil's needs. This is "the graduated approach" described above.

The class teacher works with the SENCO to write an Individual Education Plan (IEP), identifying desired outcomes for the child and detailing the steps and support to be provided. IEPs are reviewed each term, and new targets and outcomes put in place.

Individual children have individual provision maps detailing anything that is additional or different.

Individual Provision Maps

Whilst we recognise that there is no longer a requirement to maintain IEPs in schools we have chosen to produce individual provision maps as they clearly highlight the small steps that individuals need to target over a measurable period of time. An IPM is focussed on the desired learning outcomes, or targets, for the pupil. Targets must be specific, measurable, and achievable within the time period of the IPM: usually over a twelve week period. Desired outcomes should be

- expressed in positive language
"to listen for three minutes in carpet sessions"
rather than "to not shout out when the teacher is talking" .
- clearly focussed on specific steps of learning "to learn the first 8 set 1 sounds"
rather than "to learn his sounds"
- reviewed and amended if they are not achieved, with changes to strategies and support, and not simply repeated eg "ongoing".

Differentiation for children with SEN

Work should be planned either

- To enable the development of skills which will help them to gain access to the full curriculum: eg a differentiated programme of work in numeracy or literacy
- Or to modify the skills required in order to facilitate participation in the curriculum: eg reducing the amount of written work required in a science activity, while enabling the child to participate fully in the practical aspects.

Statutory assessment of special educational needs

A very small number of children may have special educational needs which require extensive additional and/or specialist provision. The SENCo will co-ordinate applications for a statutory assessment to establish whether an Education and Health Care (EHC) plan is needed.

Liaison with Parents and Pupils

Parents have an essential role in their child's education and are encouraged to support them in their learning. As soon as children are recorded on the SEN list we will inform parents but we would endeavour to be discussing individual concerns at every stage of the process. The class teacher and/or SENCo will meet with parents and collaborate in the decision making process.

Similarly parents are consulted before making referrals to outside agencies. Parents of children undergoing statutory assessment are involved in all stages of decision making concerning their child.

Annual Reviews

These take place once a year for children with an EHC plan. The SENCo invites the different agencies that are involved, and reports are circulated beforehand. We work closely with parents throughout the process.

Transfers

Records and information are transferred promptly when a child moves to another school, alerting the receiving school to the child's needs. We have established good links with receiving secondary schools to ensure that all relevant information is passed on.

Resources

Material resources are audited regularly, and added to as need and budget permit.

Staff Development

We have a commitment to providing staff training, both through in-house training, and through attendance on courses. The SENCo is responsible for auditing and monitoring these CPD needs.

This year (2017)

Collect info what training has taken place.

Evaluation of SEN Provision

SEN policy and provision is monitored through the school improvement plan, and new areas for development are identified. The SENCo reports to the governors each term on SEN issues, and the finance committee monitors SEN spending.

Links with other policies

The policy on special educational needs underpins all school policies.

RRSA Articles: 1,2,27,28,29,30,31

Complaints Procedure

Should children or parents/carers be unhappy with any aspect of provision they should first discuss with the class teacher. Following this if the concern is not resolved they should speak to the SENCo. In the unlikely event that a concern is still not resolved then the head teacher and ultimately the chair of governors.