



Corringham Primary School

(Including: Corringham Primary Pre-School and Speech and Language Enhanced Provision)

Special Educational Needs (SEND) Policy 2018/2019

CONTEXT

This Policy is in line with the New Code of Practice 0-25 (September 2014) and has been drawn up following Consultation with the Staff, Parents and Pupils of Corringham Primary School during the Summer Term of 2015.

The final document was created by the school SENCo (Assistant Head Teacher for Inclusion) with the SEND Governor in Liaison with SLT.

SEN Coordinator:

Catherine Smith DASE/ PGCE /BA (Hons)

Member of Senior Leadership Team – Assistant Head Teacher - Inclusion.

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The Corringham Primary School SEND Policy complies with the following guidance & documents:

- Equality Act 2010
- SEND Code of Practice 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Keeping Children Safe in Education 2018
- CPS Safeguarding Policy
- CPS Admissions Policy
- CPS Medical Conditions Policy
- CPS Accessibility Policy
- CPS SEN Info Report
- Thurrock Local Offer
- Teachers Standards 2012

This policy is designed to set out Corringham Primary School's Aims and objectives of working with pupils with Special Educational Needs & Disabilities.

They are:

1. To identify and Provide for Pupils who have Special Educational or Additional Needs
2. To operate a 'whole pupil, whole school ' approach to the management and provision of support for Special Educational Needs
3. To provide support and advice for all staff working with Special Educational Needs
4. To work in partnership with parents in seeking successful outcomes for students with Special Educational Needs

PART 1: Introduction

1.1 Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LEA) have a responsibility to ensure that every pupil has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Pupils are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1.2 Definition of Special Educational Needs and Disability (SEN/D):

Pupils have special educational needs if they have a difficulty accessing the curriculum, temporarily or more long-term, which calls for special educational provision to be made for them. Pupils have difficulty accessing the curriculum if they:

- ✓ Have significant difficulties in learning in comparison with the majority of children of the same age.
- ✓ Have a disability*, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age. (Pupils who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need.)

Special Educational Provision may be triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated programme. Parents** and staff will be informed that the child has special educational needs and appropriate provision identified to meet the pupil's individual need(s) will be made.

* See 'definition of disability' in Section 5

** Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.

- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.3 Curriculum Support (Provision) is achieved by:

1. Identifying and assessing individual pupil's needs.
2. Reporting of pupil's needs to all members of school staff via the Learning Support Plan (LSP).
3. Providing an appropriate curriculum, taking into account;
 - National Curriculum and Examination Board syllabuses
 - Continuity and progression
 - Departmental development plans
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image
5. Providing learning support through;
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
9. Encouraging pupils with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
10. Making regular reports to governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.
11. Teaching Assistants and teachers collaborate effectively.

PART 2: Structural Arrangements

2.1 SEN Coordinator:

Catherine Smith DASE/ PGCE /BA (Hons)

Member of Senior Leadership Team.

Email admin@corringhamprimary.com FAO SENCO

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of pupils with SEN/D.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEN/D.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEN/D.
- Line-managing day-to-day provision for students with SEN/D, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

SEN Coordinator:

- Disseminating information and raising awareness of SEN/D issues throughout the school.
- Is responsible to the Headteacher for the management of SEN/D provision and the day-to-day operation of the policy.

- Managing and developing the roles of Learning Support Assistants, through training and PM.
- Screening and identifying students.
- Co-ordinating provision for pupils.
- Supporting the teaching and learning of pupils with SEN/D
- Keeping accurate records of all pupils with SEN/D.
- Drawing up, reviewing and monitoring Pupil Profile Data for those with SEN/D and others, as required.
- Monitoring departmental delivery of the SEN/D Policy.
- Recruiting and deploying the School's Learning Support Team.
- Being responsible and accountable for the whole-school SEN/D resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of pupils with SEN/D.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies,
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEN/D report, which the Headteacher forwards to the Governors.

Teaching Staff: "All teachers are teachers of special needs" CoP 2014

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support Team.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Ensuring Learning Support Plans are used in the planning of ALL lessons.
- Monitoring progress of pupils with SEN/D against agreed targets and objectives.
- Be fully aware of the school's procedures for SEN/D.
- Raising individual concerns to SENCO.

Subject Leaders:

- Departmental Practice to include contribution to the writing of EHC plans according to the school's SEN/D Policy.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for pupils with SEN/D are purchased from school capitation.

- Raising awareness, of school responsibilities towards SEN/D

Learning Support Assistants

- Support pupils with SEN/D and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Pupil Profile Sheets
- Assist with drawing up individual plans for students and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support pupils on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Communicate SEN/D issues to and from the School.
- Raise awareness of SEN/D issues at Departmental meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

2.3 Admission Arrangements

Admission arrangements are outlined in the school prospectus/ Admission Policy.

2.4 Inclusion

At Corringham Primary School, all pupils irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Pupils with SEN/D are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- ✓ the needs, rights and entitlements of individual pupils are the focus of both an educational and social environment;
- ✓ staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- ✓ the family and community should work together.

2.5 Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is

not satisfied with the response given, then the school Complaints Procedure may be followed.

2.6 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- ✓ Recorded views of pupils and parents or carers, particularly at meetings.
- ✓ Recorded views by teachers on pupils' competence, confidence and social acceptability.
- ✓ Measurable or observable gains from pupils, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- ✓ Evidence of planning and targeted expenditure for SEN/D.
- ✓ The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- ✓ Feedback from departments and outside agencies
- ✓ Number of complaints received.

In association with the Headteacher, the SENCO produces an annual report which is included in the Governor's annual report to parents and carers.

PART 3: Identification, Assessment and Provision & Removal from the register

3.1 Identification

The school uses the graduated response as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEN/D area.

Secondary & Pre-School Transition pupils entering EYFS & Year 6

a) Secondary/Pre- School Liaison

Feeder Secondary & Pre-School schools are visited / contacted throughout the year prior to transfer. Any pupil identified as having a "learning difficulty" and who is on SEN Support or has an EHC plan referred to the SENCO. Contact is then made with the pre-school or school.

The LEA notifies school about students who are transferring with EHC plans in the spring. Where practicable, the SENCO or member of the SEND Team attends their Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. The transition. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- ✓ EYFS Baseline Assessments
- ✓ Speech Link Assessments (Infant/junior)
- ✓ Reading, Spelling, Maths age assessments
- ✓ LUCID / Dyslexic screening
- ✓ DASH – Diagnostic Assessment of the Speed Of Handwriting
- ✓ Other relevant tests undertaken by the SENCO as identified

Screening in Other Year Groups

Other screening tests are administered when required.

Individual Diagnostic Assessments

Individual diagnostic assessments are used for students who are placed on the Provision Map. A battery of tests is available, including the Youngs Reading and Vernon Graded Word spelling. This information is made available to members of staff via the SEND Provision Map and LSPs.

Staff Referral

Members of staff consult with the SENCO if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken. Staff must then complete a referral form.

The SENCO may then ask for additional diagnostic assessment to be undertaken for other professionals.

Referrals by Parents or Carers

A pupil's parent may express concern. Once information is gathered the process is the same as for staff referrals.

All parental referrals are acted upon and assessments feedback to the parent.

3.2 Provision

Teaching pupils with SEN/D is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of pupils at Corringham Primary School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for pupils identified as having SEN/D. A level and type of support is provided to enable the pupil to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

The Graduated Response

Wave 1 – Quality First teaching by all teaching staff. Wave 1 pupils will not be identified as SEN. (CoP Section 6.37) “Additional Intervention cannot compensate for lack of good quality teaching”

Wave 2 - Is initiated where pupils have failed to make adequate progress as identified by the teacher through the assessment arrangements as in 3.1.

Examples for Wave 2 criteria include:

- low Numeracy / Literacy scores
- Pre Key Stage
- Teacher’s observations
- Primary Teachers’ comments
- Concerns from staff or parents
- Pupil self-referral

Provision from within the school’s resources is identified to help meet the pupil’s needs.

Interventions may include:

- Additional learning programmes such as Literacy and Numeracy
- Smaller group sessions.
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- KS3 Numeracy, Literacy and Science booster classes, where appropriate.
- Intervention Lessons
- Additional staff training.

We have a brochure outlining our Interventions which is available on request.

b) Wave 3

Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

1. Provide specialist assessments.
2. Give advice on teaching strategies or materials.
3. Provide short-term support or training for staff.

The LSP is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the pupil requires additional provision on a regular basis for an extended period then the school will

apply for additional resources. The application will be evaluated against criteria established by the LA.

c) Statutory Assessment EHCPs / Statements

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an EHC plan.

The SENCO is responsible, on a daily basis, for providing support and mentoring as well as allocating pupils with statements a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Learning Support Assistants are fully involved. This will be done with full consultation with parents and may not necessarily carry support hours the way Statements of Special Educational Needs used to.

3.3 Learning Support Plans and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the LSP and Tracking Sheets reflecting *provision that is additional to, or different from, normal differentiated provision*. Not all students with SEN/D have a Learning Support Plan; Wave 1 pupils will not have an LSP although their progress is still closely monitored through the Provision Map.

Contents of the LSP include:

- ✓ Name & other basic info details
- ✓ Which of the 4 Areas of Need the student falls under
 - 1. Communication & Interaction**
 - 2. Cognition & Learning**
 - 3. Social, Emotional & Mental Health Difficulties**
 - 4. Sensory and/or Physical Needs**
- ✓ Details of Parents Evenings & Review meetings
- ✓ Reading & Spelling Age Test results
- ✓ Academic data following most recent data drop
- ✓ Short term targets
- ✓ General Strategies specific to the identified needs of the student
- ✓ Strategies specific to the individual pupil (this is regularly updated and can be contributed by Agencies, Staff and parents)
- ✓ Interventions in place for the pupils
- ✓ Parents Contribution
- ✓ Pupil Voice

The LSP is communicated to all staff who support the pupil's learning, and to the parents or carers and the student.

LSPs are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the updated LSP. These are collated and shared with parents during a termly review meeting.

3.4 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by the SENCO and Learning Support Team through individual reviews, screening tests and Subject Assessment and Intervention tests.

3.5 Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for pupils with SEN/D is regularly reviewed and revised. It is the responsibility of each individual department in the school to ensure that the requirements of the National Curriculum are met for those pupils with SEN/D in partnership with the Learning Support Dept.

3.6 Provision of Curriculum Support

The Learning Support team can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / subject leaders.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some pupils with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of pupils is kept to an absolute minimum, in accordance with Corringham Primary School's inclusive ethos.

d) In-service Training

The SENCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at Corringham Primary School.

Individual teachers can ask for INSET from the SENCO as required, for specific purposes or generic training.

Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during weekly staff meetings.

3.7 Allocation of Resources

The school is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEN/D through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry (Including in some part, the Pupil Premium).
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.

Capitation:

The SENCO is allocated a departmental capitation each financial year. Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for pupils with additional needs.

3.8 Removal from the Register

Following Intervention and Intensive support some pupils are able to be supported at Wave 1 – this essentially removes them from the SEND register but *does not* mean removal of support. For Literacy Interventions the cut off is a reading and/or spelling age of 11 years 6 months; this is because once a pupil has this age in reading and /or spelling it is generally recognised that they will self-improve with regular practice such as they will receive in normal lessons – this is considered Wave 1 support and nothing beyond the normal practices of a typical classroom. By definition this cannot be Special Needs*.

Should your child be identified as Wave 1 the SENCo will write to you and explain the process.

PART 4: Partnership

4.1 In school

- ✓ As part of the Snr Leadership Team the SENCO has an Input into strategic decision making.

- ✓ The SENCO liaises closely with individual SLT, Progress Leaders. Information and concerns are always discussed with the appropriate member of staff.
- ✓ Whole School systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.

4.2 Parents

Corringham Primary School actively seeks to work with parents / carers and values the contributions they make.

- ✓ Parental views are recorded as part of the Annual Review procedures.
- ✓ Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful and are available on request.
- ✓ Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers. The SENCo is always available on these evenings also.
- ✓ Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner. SEN Surgery is held at various times through the week so that parents can come in to see the SENCo at a time to suit them.
- ✓ New parents can attend the Open Evening in the winter term prior to transfer and will be contacted again during Transition Week in the Summer Term.

4.3 Pupils

Corringham Primary School acknowledges the pupil's role as a partner in his / her own education. Pupils are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets. Pupil views are recorded as part of the Review process and their views are valued and listened to. They will have the opportunity to give their views at each stage including:

- ✓ Mid Term / Annual EHC Reviews
- ✓ Parent Consultation Meetings
- ✓ Pupil Questionnaires
- ✓ Attendance of meetings

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Corringham Primary School include: (this is not an exhaustive list):

- Early Years Intervention (CPS Pre-School)
- Portage Outreach Support

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- (Connexions) Service for Young People
- The School Nurse
- The Educational Welfare Officer
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- The Parent Partnership
- Young Carers – Sunshine Centre 4-8
- Young Carers - Hannah’s Place – Treetops School 8+
- Specialist Teacher of the Deaf & Blind/ Outreach Service
- MASH / Social Care
- Troubled Families

4.5 Between Schools

The SENCO liaises with other SENCOs:

- From local primary schools to discuss local and national SEND issues.
- At LEA run ‘SENCO-network’ meetings.
- On the transfer of a pupil with SEN/D.
- Through the national DfE hosted ‘SENCO-forum’ mailing system.

4.6 Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.

Additional induction days are arranged as required for all students with SEN/D and vulnerability factors. .

Part 5. Definitions of Special Needs & Disability:

5.1 The Code of Practice (CoP) 2014 states that SEN is:

“Provision that is additional to or different from that made for other children of the same age by mainstream schools”

5.2 The Code of Practice (CoP) 2014 states that Disability 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”

The CoP outlines the ‘reasonable adjustment’ duty for all school settings under current Disability Equality legislation – these alone do not constitute SEN:

Discrete SEN	Both SEN & Disability	Disability
Mild dyslexia Emotional Behavioural Difficulties (social factors) Mild Dyspraxia Minor speech impairment Mild learning difficulties	Long-term motor impairment Learning difficulties Hearing impairment / deaf Visual impairment / blind Incontinence Significant dyslexia Epilepsy Non-verbal ADHD Autism (other factors – medical / mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature

This policy will be reviewed every year

Date of next review: Autumn 2019

The Governing Body agreed this policy on Autumn 2018