Downside Primary School
Special Educational Needs and Disability Policy

Our Ethos and Vision
At Downside Primary school we value and respect pupils' differences and unique qualities. We are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

Definition of SEN and Disability (SEND)
At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:
SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

Disability: *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.'***

Aims
At Downside Primary School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives
To ensure a clear process for identifying, assessing, planning, supporting and reviewing the progress of pupils with SEND. We endeavour to use a 'person centred' approach which promotes effective collaboration with pupils and parents/carers placing them at the centre of planning and making decisions.

To develop effective whole school provision management of support for pupils with SEND.
To provide support and training for all staff working with pupils with SEND in order to develop good practice within the guidance set out in the Code of Practice, September 2014.

Identification of Needs
The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to identify the full range of an individual's needs and plan what action the school needs to take.

The Code of Practice refers to four broad areas of need:
Communication and interaction
These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning
Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).
Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia. Children with learning difficulties are likely to learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health difficulties
Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs
Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational

facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

It is recognised some pupil's areas of need are inter-related and overlap across the four areas.

A Graduated Approach to SEN Support

How the school decides whether to make special educational provision
A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the Inclusion Manager.

The Inclusion Manager, the educational psychologist and the learning support service provide termly consultation meetings for teachers and support staff. This gives staff an opportunity to discuss their issues and problem solve by sharing and developing expertise.

In deciding whether to make special educational provision, the class teacher and the Inclusion Manager will consider all of the information gathered from within the school, alongside the views of parents/carers and the pupil. Adaptations to the school's core offer are made. If the support needed can be provided in this way then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support**.**

When a child is identified as needing SEN Support, this begins a cycle of *assess, plan, do, review.* We believe in a 'person centred' approach to information gathering with the child and parents/carers at the centre of the process.

The four part cycle:
Assess: As part of our whole school practice we regularly assess all pupils' needs so that each child's progress and development is carefully tracked and compared to their peers and national expectations. For those pupils who may need SEN support we believe that listening to the views and experience of parents/carers and the pupil is an important part of the assessment process.

The Inclusion Manager and the SEND support team uses a variety of standardised tests and diagnostic materials and techniques to assess pupils' specific needs and to inform target setting, e.g. Assessment of phonological,

phonic & sight vocabulary skills, verbal and non-verbal reasoning skills, receptive language tests. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and Learning Support Service (LSS).

Plan: Where SEN Support is required, the teacher and relevant support staff will put together a one page profile outlining the pupil's strengths, parent/carers and pupil's views and wishes. The class teacher, Inclusion Manager and relevant support staff plan the teaching strategies, adjustments, interventions and support which will be put in place for the pupil as well as the expected impact and outcomes. This Support Plan is incorporated into the pupil's school report and is reviewed termly (Oct/Nov, March/April, July) with the pupil and parent/carers.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The Inclusion Manager and SEN support team will provide support, guidance and advice for the teacher and teaching assistants.

Review: The impact and outcomes of the Support Plan will be formally reviewed each term by the teacher, support staff, parents/carers and the pupil. This ensures everybody celebrates the pupil's progress and achievements and is involved in decisions regarding the planning of next steps for a further period or where successful the removal of the pupil from SEN Support. These meetings are planned to coincide with parents' evenings (Oct/Nov, March/April, July).

This four part cycle is known as the graduated approach where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress.

Pupils who have high levels of SEND
For pupils who have high levels of need, with the agreement of parents/carers, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service
- Learning Support Service
- Speech and Language Therapy (provided by the school)
- New Horizons behaviour provision at Chantry Primary School
- Autism Advisory Teachers
- Special Education Needs Advisory Teachers for Early Years, Speech, Language & Communication Needs
- Special Education Schools Outreach Teams
- Outreach teams for children with visual or hearing needs

Services provided by NHS
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)

- Paediatrician (a medical practitioner for children)
- School Nurse
- Physiotherapy, Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Service)

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are significant, complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

Statements

The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan. The school is following Luton's transition timetable which will ensure all statements will become EHC plans by April 2018.

Pupils with a Statement or EHC plan have an annual review meeting, the date set for this is based on the date the plan was first put in place. Pupils will attend part of the meeting to share their achievements for the year and aspirations for the future.

What is not SEN but may impact on progress and attainment:

Disability and medical conditions - pupils with medical conditions are supported so that they have full access to education, including school trips and physical education. Where a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability. Specific staff have training to support particular needs, e.g. tube feeding and managing diabetes.

Attendance and punctuality - attendance is closely monitored and when it falls below 95% parents/carers are asked to attend a meeting at school to resolve any issues impacting on attendance.

Health and welfare - where a child and family need a co-ordinated social care support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

Looked After Children (LAC) - These pupils are closely monitored through the policy and guidelines of the LA.

EAL - Particular care is taken when identifying and assessing SEN for children whose first language is not English.

SEN Provision

Each pupil with SEN is an individual and their Support Plan is tailored to meet their particular needs, therefore a SEN support can take many forms. It could include:

- an individual learning programme such as the 'Core Maths Programme' devised by the Educational Psychologist
- evidence based interventions such as the Early Reading Research (ERR)
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- using specialist equipment
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Appendix A

Classroom Organisation and Planning for Special Needs

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

The SEND Support Team

Our team is structured according to the four areas of SEN need with each area having a specialist lead teacher. This model means we streamline our training to continually improve the expertise of our staff.

Assistant Head Teacher for Inclusion
Vanessa Leaves

Speech & Language Needs	**Cognition & Learning & Sensory and/or physical needs**	**Social Communication Needs**	**Emotional & Mental Health Difficulties**
Frankie Patterson SALT	**Vanessa Leaves**	**Tracey Scott Assistant SENCO**	**The Wellbeing Team**

SEN TA Leads Tabassum Kazmi (KS1) Rushana Ahmed (KS2)	SEN TA Leads Nafeeda Rashid (KS1) Ismah Akhtar (KS2)	SEN TA Leads Josie Gunning (KS1) Shahnaz Aziz (KS2)	5x Learning Mentors

The Inclusion Manager is responsible for:
- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for pupils with SEND
- Liaising with and advising teachers and teaching assistants.
- Maintaining records of all pupils with SEND
- Liaising with parents and offering advice and support
- Contributing to the in-service training of staff
- Making referrals and liaising with external agencies including the Educational Psychology service, Learning Support Service, Health and Social Services and voluntary bodies
- Managing the SEN team of Teaching Assistants
- Monitoring and evaluating the outcomes of the school's SEND provision and interventions
- supporting staff with identifying pupils with SEND
- maintaining links and information sharing with receiving schools
- Co-ordinating the transition of pupils with SEND to new classes and schools

The Inclusion Manager is also the designated teacher for Looked After Children (LAC).

The class teacher is responsible for:
- The progress and development of all pupils including those with SEND
- Identifying on class planning the provision they are making for pupils with SEND
- Ensuring Support Plans are implemented in the classroom
- Regular liaison with parents and the Inclusion Manager
- Meeting parents/carers and pupils with SEND termly to review and plan Support Plans
- Effective deployment of additional adults

Special Needs Assistants are responsible for:
- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists

- record keeping
- ensuring appropriate specialist equipment and resources are in place
- regular communication with class teacher and SEND support team

SEND Governor:
The SEND governor is Mrs Farrah Naveed. She has responsibility for monitoring policy implementation and liaising between the Inclusion Manager and the Governing Body.

Transition
Transition is strategically planned so that children experience the minimum of anxiety or upset. When children approach transition from classes they are involved in a number of "transition days" when they spend time in their respective classrooms being taught by their "new" teachers. Similarly when children are in Year 6 they take part in taster days at local secondary schools and experience a typical day there.

Children with SEN, if it is thought appropriate, can receive additional support during these transitions. For example Year 6 pupils have been accompanied by school staff on additional taster days when arranged as appropriate. Children who may find transition more difficult have had meetings convened to put in place strategies to help them with the changes. Children may be given extra time, with support, in their new classes or given visual reminders of their new desk/classroom/teacher/peers to look at over the school holidays.

Storing and Managing Information
Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet, in the assistant head teacher's office. Individual SEN files are transferred to receiving schools when pupils leave Downside.

Monitoring and evaluation of SEN
The head teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The impact of SEND provision on the progress and outcomes for children on the SEN register is measured through:
- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points
- interventions baseline and exit data
- progress against individual targets
- pupils' work
- responses and views of pupils and parents/carers through questionnaires and meetings

Training and development
- Training needs are identified in response to the needs of pupils currently on the SEN register
- School staff have specific training and expertise in speech and language and reading interventions.
- The Inclusion Manager attends network meetings to share good practice with colleagues from other schools locally and keep up to date with SEND developments

Facilities to increase access for SEND pupils
The school building is accessible for wheelchair users. We have a small number of classrooms which have a sound field system which supports pupils with a hearing impairment. The school continually endeavours to improve the physical environment to increase access for those with a disability; long term plans are indentified on the school buildings plan.

Admission arrangements
We welcome all children to our school. No pupil will be refused admission to school on the basis of his or her SEN. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (September 2014) and has been written with reference to the following related guidance and documents:
Equality Act 2010: advice for schools DfE Feb 2013
The School SEN Information Report (2016)
Accessibility Plan

Written by Vanessa Leaves - Inclusion Manager
7th June 2016

(Reviewed annually)

Appendix A:
Classroom Organisation and Planning for Special Needs
This section is concerned with organising classrooms and teaching to prevent and/or overcome learning difficulties or other problems related to learning.

Factors to Consider
Classroom layout
- Easy access to materials without congestion
- Defined routes for movement
- Defined working areas
- Easy access to teacher
- Appropriate and clearly labelled furniture and storage
- Established systems know by children for storage/retrieval of resources
- Clear view of, and for, the children

Effective grouping
Grouping can be helpful as a way of individualising the curriculum and in managing a variety of levels of learning (differentiation) but it can be counter-productive if pupils feel labelled or left out of activities. Here are some positive reasons for grouping:
- Simultaneous teaching
- Practicing a new skill
- Providing good models
- Co-operative learning
- Contributing to a group task
- Social skill development
- Shared home language for bilingual development
- Shared preferred learning style

Flexible grouping is the key to organising for effective learning and the reason for the grouping should relate to the task/target you have chosen. Remember that group work is not always a co-operative endeavour – it may be that children are sitting in a group because they are on the same task but that task may well be an individual one. Be clear about your aims and objectives of group work in your planning.

Place and position
Some children have problems, which have implications for where they sit in the classroom:
- Handedness – don't sit a left-hander to the right of a right-hander – they'll jostle!
- Hearing – make sure the child can hear instructions clearly and is sitting in a quieter part of the room.

- Can the child hear with one ear better than the other? Is she/he placed to maximize this fact?
- Can the child see your face clearly?
- Vision – a child with a vision problem needs to have a clear view of work sheets, the board, visual aid etc.
- Try to ensure that lighting is adequate and that glare and reflections are minimal.
- Distraction – some children are more easily distracted than others. Sometimes isolation can help but make sure this is for particular tasks and the reason for the temporary isolation is made clear to the child. Try sitting the child with a calm, settled group as a help.

Materials

Make sure these are:
- Suitable to age/ability/needs
- Visual
- Real, relevant and realistic
- Stimulating and motivating
- Give early chance of success
- Clearly written/easily understood
- Suitable length
- Offering varied approaches – games, puzzles etc
- Easily accessible
- Well organised and ordered
- Cross-curricular when possible
- Make good use of ICT

Teaching Methods
- Plan the structure of the day in order to give individual and group help as appropriate.
- Where possible use visual supports.
- Match child and task very carefully.
- Have additional extension material available for fast workers.
- Build success into task to give confidence and reduce any risk of failure.
- Introduce new skills in small stages.
- Proceed in steps from the 'known'.
- Use practical demonstration where possible.
- Ensure generalisation of skill to other tasks where appropriate.
- Make sure attention has been gained before trying to teach a new skill.
- Keep careful records to ensure continuity and progression.
- Set realistic time targets for completing work.
- Praise and reward often – make rewards relevant to the child.
- Provide feedback immediately and in a positive way.
- Evaluate and review the work set and the achievement made.
- Accommodate different learning styles.

Ethos

The learning environment should be:
- Encouraging and friendly.
- Purposeful and positive.
- Fair and consistent.
- Self-motivating and confidence boosting.
- Relaxed and non-stressful.
- Secure and stable.

Make sure that:
- Rules and routines are clearly explained and displayed.
- There is consistent use of praise and rewards to reinforce good behaviour – focus on the positive.
- The teacher labels behaviour not the child.
- Wherever possible, problems are anticipated and dealt with discreetly.
- Children's work is seen to be valued.
- Children's feelings are respected.
- Children are encouraged to be self-reliant.
- The teacher sets a good role model – a positive approach.
- There is time to listen to children.
- The success of children is shared.
- There is open and positive communication amongst staff.
- Parents are involved appropriately.
- Children are encouraged to be enthusiastic in their learning, building confidence in a supportive atmosphere.