

COPPICE VALLEY PRIMARY SCHOOL

SEN POLICY 2023

Document History

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Section 1

SENCo: Mr Dan Cawte (Currently working towards NASENCo Award)

SEN Governor: Mr Richard Selfridge

Contact: Coppice Valley Primary School, Knapping Hill, Harrogate, HG1 2DN, 01423 563760

At Coppice Valley Primary School, we believe in inclusive education that allows all children to reach their potential. Every teacher in the school is a teacher of a child or young person including those with SEN; as such we believe in Quality First Teaching as the best way to meet need and align progress for all children.

This policy has been written with consideration to pupil and parent views and has been shared with staff and governors to ensure it accurately reflects practice in school and reflects the SEN Code of Practice, 0-25 guidance.

This policy should be read alongside the following policies:

- Teaching and Learning booklet
- English
- Maths
- Nappy Changing
- Intimate Care
- Restrictive Physical Intervention
- Admissions
- Medical Needs
- Behaviour & Anti-Bullying
- Equality Information & Objectives
- Complaints - The school has a General Complaints policy available to parents on the website.
- Safeguarding & Child Protection Policy

Section 2

Aim

At Coppice Valley Primary School we aim for all children with SEN to fulfil their potential and wherever possible, reach or exceed age-related expectations. We aim to equip children with the necessary skills to achieve positive outcomes in life and foster a love of life-long-learning.

Through Quality First Teaching (QfT) and the delivery of interventions, we strive to develop the skills and knowledge children with SEN require to achieve positive life chances.

Objective

1. To identify early and accurately provide for pupils who have SEN and additional needs
2. To work within the guidance provided in the SEND Code of Practice, updated April 2020.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a SENCo who will work with the SEN Policy
5. To provide support and advice for all staff working with special educational needs

Section 3: Identifying Special Educational Need

Through on-going observation and assessment, the progress of all children is measured; this includes developmental stages, social skills, emotional regulation and resilience as well as academic attainment. In this way teachers and staff in school are alerted early to the possibility that a child may be facing barriers to learning. At least termly, formal assessments are made; where there appears to be a gap between a child's attainment and that of their peers, this is investigated and support put in place to close the gap. If this gap does not close, or becomes wider, the child, in consultation with the class teacher, SENCo and parents *may* be put on the SEN Register or our Monitoring List. The school makes use of a wide range of materials, endorsed by the Local Authority, to identify need, including Specific Learning Difficulties (SpLD). The school recognises that there are many factors influencing a child's ability to make progress that are not SEN including:

- Disability (this does not alone constitute a SEN but 'reasonable adjustments' are made to cater for need, in line with current Disability & Equality legislation.
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a looked after child or previously looked after child
- Being a child of Service Personnel.

Where there is found to be a barrier in terms of a child's Cognition and Learning, Physical and Sensory needs, Communication and Interaction or Social, Emotional and Mental Health, 'additional and different' provision is put in place to meet need, support learning and begin to close the gap between the child and their peers. At this point children are placed on the SEN Register, their parents informed, a Support Plan is then implemented and a note added to the child's record on Arbor, our Management Information System (MIS).

Section 4: A graduated approach to SEN Support

The Code of Practice states that pupils are identified as SEN if they do not make adequate progress once they have had quality first teaching supplemented by intervention / adjustments. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline,
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers,
- Widens the attainment gap.

It is a child's class teacher who has the ultimate responsibility in planning and delivering QfT and overseeing the 'additional and different' interventions; this may be supported by the SENCo.

High quality first teaching, scaffolded to support understanding is the first step in responding to pupils with SEN. **We call this 'In Class Support'**; it ensures children are taught alongside their peers and exposed to age-related objectives whilst skills and knowledge learned during interventions can be transferred / reinforced in classroom teaching. At Coppice Valley Primary School this is understood to be a non-negotiable and we do not view additional intervention or support to be compensation for lack of QfT. Standards in the quality of teaching and learning are reviewed by the school as part of an on-going cycle of self-evaluation.

Where a child's assessments suggest that there may be a significant weakness, this is further investigated by observation, the use of need-specific checklists and tests that diagnose specific areas for development. School makes use of NYCC SpLD Guidance and NYCC: Supporting Children and Young People with Coordination Difficulties to assess progress and likelihood of

SpLD; we use this to implement strategies to further progress or development. Through a shared understanding of needs, achieved through SENCo dialogue with teachers, children and parents, accurate support can be targeted through making use of strategies outlined in LA generated provision maps for the 4 areas of need. **We call this Dedicated Support.**

To be placed on the SEN Register the school undergoes the following cycle:

Assess - a barrier to progress is determined.

Plan – additional and different support / intervention is planned with the child, teacher and parent, to address the barrier or support learning. This is recorded on the child's Support Plan.

Do - the time-limited intervention is carried out. This may be delivered by a Teaching Assistant but is always overseen by the class teacher in discussion with the SENCo.

Review – the effectiveness of the intervention / support is evaluated and next steps identified.

When a potential SEN is indicated and the child is added to the Monitoring List, we usually go through the Assess – Plan – Do – Review cycle twice before we consider placing the child on the SEN Register. Where needs / barriers are easily identifiable, we will place children on the SEN Register sooner.

Some children may experience such significant barriers to learning that a request for statutory assessment will be made; this will happen at a time that is appropriate to the individual child. It is a collaborative process between school, the child, parents and any specialists involved in supporting the child.

Where a situation arises that a child with SEN needs to access learning remotely, class teachers will continue to provide work that supports children's development, is easy to engage with in the home setting and incorporates as many of the reasonable adjustments available in school as possible. Learning and engagement will be closely monitored by class teachers and the SENCo informed should there be difficulties, who will then investigate and seek to find a workable solution.

Additionally, the SENCo, with parental consent (and child involvement where appropriate) may seek support or involvement from Red Kite Cluster Services, CAMHS, LA Healthy Child Programme, Early Help and SALT or make a referral to the Local Authority MAST where needs are not being met or there is a child protection concern. If the child is learning remotely, school processes to monitor and support children's safety and wellbeing will commence, overseen by the DSL.

The SENCo is ultimately responsible for ensuring that appropriate expertise is in school to meet need; this may be achieved through access to outreach support from locality SEND hubs accessed by referral with parental consent. The core services are free at the point of delivery and those that fall under the traded services will be financed from Element 2 or 3 funding.

Section 5: Criteria for exiting the SEN Register

Where it is determined a barrier to learning has been overcome and a child with SEN is meeting age-related expectations, at this time they may be removed from the SEN register. This child may be moved to the Monitoring List and close attention made to ensure that a gap does not appear again or their progress slow.

Section 6: Supporting Pupils and Families

The school works to uphold the Local Authority 'Local Offer'; this is summarised within the School Information Report – Support from Other Agencies (see website). Where necessary and with parental consent, advice and support will be sought from educational, health and social specialists to improve outcomes for pupils and their families. Coppice Valley Primary School is an inclusive school; our Admissions Policy details how children can be supported when transitioning into school. Transitions within school are by liaison between teachers and the SENCo and supported

by the 'Learner Profile'; this is a document that summarises the approaches used and their success with the aim of providing continuity for the pupil. This document will also follow a SEN pupil when they transition to a new school.

Some of our children have an EHCP; this details what provision must be in place to support learning and teachers remain responsible for this. Termly reviews will take place, an annual review between school, the child, parents and where necessary, the local authority will additionally ensure that targets set are pertinent to the child's needs. In the rare occasions where needs change and the EHCP no longer reflects needs or the school can no longer meet need, an interim review will be called.

The needs of some SEN pupils are such that accessing statutory assessments will require special arrangements. Detailed, specific guidance is published annually and the class teacher, supported by the SENCo will ensure that this is adhered to so that SEN pupils' entitlements are provided for.

Section 7: Supporting Pupils with Medical Conditions

Where a pupil has a medical condition, they will be supported within school in accordance with DfE document "Supporting Pupils at School with Medical Conditions". The school will endeavour to ensure that such pupils' access to the full curriculum, including curriculum-based trips is not compromised by their condition. Where a medical condition gives rise to a disability, the school will work to its duties under the Equality Act 2010. Where such pupils have a Statement of Educational Need or an EHC Plan in place, the school will ensure that its duties to the child, as set out in the Code of Practice, are upheld.

Section 8: Monitoring and evaluation of SEN

On-going monitoring by the school, reviews the quality of teaching and learning in the school – including how SEN pupils are catered for. Through lesson observation, half termly Impact Meetings, book scrutiny and analysis of assessment data (national and in-school), progress is judged. In this way, the school identifies where practice is having a positive impact and where review may be needed. Complementing this, we monitor SEN pupils' attendance, participation in educational visits and extra-curricular activities. Children often need interventions and we monitor the time spent out of class to minimise the impact on access to a full curriculum and social experiences.

The SENCo supports this by regular contact with teachers and SEN pupils in class; here the impact of provision recorded on the 'Learner Profile' is reviewed to enable ongoing progress. The SMART targets set and the outcome of interventions are evaluated by measuring progress. Pupil and parent voice are imperative to the process of writing and evaluating the Learner Profile and staff value this input alongside their own professional expertise. Our SEN Governor liaises with the SENCo to understand updates to provision and practice within the school.

The Assess, Plan, Do, Review cycle takes place continuously with regular scheduled SENCo visits to class and discussion with class teachers. All '**In Class Support**' and '**Dedicated Support**' will be formally reviewed at least termly; where children are judged to have progressed sooner than expected, review takes place early to allow accelerated progress to continue; conversely where strategies are less successful, parent / pupil voice is sought immediately so that alternatives can be sought, again to promote accelerated progress.

Section 9: Training and Resources

Meeting the needs of SEN Pupils is funded through Element 1 or 2 funding and where an EHC Plan is issued, Element 3 funding. The monies available support allocation and purchase of resources as well as training for staff.

Review of the range of needs within school and audit of staff skills determines the training required and allocation of resources throughout school. Staff willingly participate in training and actively develop following advice from specialist personnel; the SENCo supports this through liaison with Locality Hub staff, and where appropriate application for Traded Services. The SENCo attends half-termly SENCo Network meetings with other schools within the Harrogate cluster of RKLT; additionally, a representative from RKLT attends LA SENCo Network Meetings for updates and feeds back. The School has membership with NASEN.

Section 10: Roles and Responsibilities

Teaching Assistants working with SEN Pupils do so under the direction of class teachers and are line managed by the SLT

- Mrs Meadus, the Head Teacher.
- Staff with Designated Safeguarding Lead training and responsibility: Mrs Meadus, Mr Cawte (also the Deputy Head Teacher) and Mrs Gunn (class teacher in Year 5).
- DT for LAC: Mrs Meadus
- PPM / LAC funding is managed by the Head teacher
- Responsibility for meeting the medical needs of pupils lies with the Head teacher and SENCo

Section 11: Storing and managing information

SEN documents referring to pupils, are stored in individual pupil files securely online on our MIS (Arbor) or in a locked filing cabinet. Where documents are used daily to inform teaching and record outcomes, these are kept in 'purple folders' which the class teacher locks away at the end of the day.

Section 12: Reviewing the Policy

The SEN Policy is reviewed annually by the SENCo, Staff, Pupils, Parents and Governors.