

Definition of Special Educational Needs (SEN)

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them 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”

SEN Code of Practice 2014

Definition of Disability

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day to day activities”

Equality Act 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for children and young people with special educational needs.

1 What kinds of SEN are provided for in our school?

Special Educational Needs for which Provision is made

Longman's Hill primary currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN:

- 1. Communication and Interaction:** this includes speech, language and communication needs (SLCN) and autism spectrum disorder (ASD).
- 2. Cognition and Learning:** this includes severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) including dyslexia.
- 3. Social, Mental and Emotional Health:** this includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
- 4. Sensory and/or Physical Needs:** this includes a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with a range of needs including SLCN, ASD, SpLD, ADHD and PD. At Longman's Hill, we pride ourselves on our inclusive and welcoming ethos. All children with SEN have an individual "Inclusion Passport" which they take through school and enables a smooth transition into secondary school. We meet regularly with parents, the child and external agencies to ensure that every individual's needs are met. All children, regardless of their level of needs are able to access a broad and balanced curriculum and are also offered a wide variety of extra-curricular activities and residential visits (KS2 children).

2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?

- Early identification of SEN starts in the Foundation Stage. Teachers use professional judgement and regular assessment to identify children who are making noticeably less progress than their peers.
- Within KS1 and KS2 pupil progress is monitored informally on an on-going basis and formally through half termly pupil progress

meetings and data analysis.

- c) The SENCO undertakes assessment of pupils with suspected special educational needs on entry to the school using for example the British Picture Vocabulary Scale, the Digit Memory Test, the Burt Reading Test and the Phonological Assessment Battery.
- d) Informal discussion and formal pupil progress meetings provide opportunities for teachers to raise concerns with the SENCO regarding the performance of particular pupils. Where special educational needs are suspected the SENCO undertakes assessment of pupils using appropriately targeted materials. Parents will be invited into school to discuss their child and strategies to support that child.
- e) Teaching staff and teaching assistants have had paired reading, dyslexia, talking maths, numicon, wave 2 & 3 interventions and PIVATS in-service training. More in-depth specialist training to support SEN needs is organised on a needs basis.
- f) Pupils who do not make progress through the graduated approach may be referred for further assessment by external specialist agencies e.g. the Enhanced Mainstream Schools, Educational Psychology team, CAMHS and the Speech and Language Therapy Service.
- g) In some cases, where the child requires a high level of additional support, the school, in close liaison with parents/carers, may decide to apply for an EHCP (Educational Health Care Plan).

The school's SENCo, Miss Louise Nicklin is available to meet with parents and can be contacted on the school's number 01757 706841.

Email: admin@longmanshill.n-yorks.sch.uk FAO SENCO.

3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

Parents and carers are involved at every stage of the process of assessing, planning for, supporting and reviewing special educational needs. In the first instance parents and carers are invited to discuss with the SENCO and class teacher the needs of their child. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how their child's needs can be met. Therefore parents and carers have an active role in the planning and decision making regarding their child's provision. Subsequent to this parents and carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:

- Informal liaison with the class teacher

- Parent's evenings when advice and support in helping their child at home may also be given
- Formal review of their child's progress with the SENCO and class teacher

During these meetings a 'person-centred' approach allows for professionals and parents and carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions will be made regarding next steps. If the decision is made to place a child on the school's SEN register, the child will have an individual "Inclusion passport" which will document the child's progress, areas of need, strategies used and carefully planned targets. Any targets set will take into account the long term goals and aspirations of the child and his/her parents.

Additional means of communication may be set up if requires such as a home/school book or regular telephone calls. This gives both home and school the opportunity to raise concerns and celebrate successes.

4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

The child is involved at every step of the 'assess, plan, do and review' process:

- At the initial assessing and planning stage, in order to support a 'person-centred' approach, the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable pupils to feel that they have more control over decisions about their support
- Where the child may be unable to verbally communicate or provide written input, observations of the child may be made in order to gather information regarding their likes, interests, dislikes and difficulties.
- The thoughts and opinions of parents and carers will also be sought.
- Inclusion passports will include a 'child friendly' section which is shared with the child so that they are able to understand all aspects of their support.

The child is able to discuss any aspect of their provision in a number of ways:

- Informally with their class teacher on a regular basis
- Where appropriate the child will attend a more formal meeting to review their progress and provision
- A child may contribute to a more formal meeting by attending in person or by providing written input

During these meetings a 'person-centred' approach allows for professionals, parents and carers and the child to contribute

towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

All children have the opportunity to express their views through regular “pupil voice” interviews or questionnaires on a variety of subjects including interventions and additional provision. “Pupil Voice” information is organised and collated by the Senior Leadership Team and is closely monitored by the governing body.

The school council meet on a fortnightly basis to discuss issues of importance to the children and communicate back to their class through a “class council” session.

5. What arrangements are in place for assessing and reviewing children and young *people’s progress towards outcomes*. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC plans.

- The school closely monitors the progress of all pupils, including those with special educational needs. ‘Adequate pupil progress’ is used as the measure of the effectiveness of provision for SEN pupils. (Adequate progress can be defined in a number of ways. It might, for instance, be progress which closes the attainment gap between the pupil and the pupil’s peers; prevents the attainment gap growing wider; is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers; matches or betters the pupil’s previous rate of progress; or ensures access to the full curriculum). Progress is reviewed termly by class teachers in collaboration with parents, the SENCO and where appropriate, the pupils themselves.
- Following this, the SENCO and Head teacher write a tailored intervention timetable to ensure every individual’s needs are met.
- SEN pupils who receive support that is additional to or different from their peers are assessed on a half termly basis in all their subjects in line with whole school policy on assessment. In addition these pupils may also be assessed using more refined tools (e.g. PIVATS) to evaluate levels of progress in areas of specific difficulty.
- The approach used to teach pupils with special educational needs varies from individual to individual and is dependent upon needs. The three main approaches used at Longman’s Hill primary are:

- a. In class support (designed to facilitate access to and understanding of curriculum content)
 - b. Short-term, small group withdrawal (designed to focus on addressing particular gaps in understanding)
 - c. One to one withdrawal using specialist intervention programmes (designed to support development in areas which have been subject to limited or no progress using the approaches listed above)
- c) After-school clubs, covering a variety of activities, run throughout the school year. All pupils, regardless of SEN status, are encouraged to participate in these extra-curricular activities.
- d) Additional support is provided for pupils requiring emotional and social development in the form of social skills and friendship groups.

Children with SEN have an Inclusion Passport to track their progress as well as the school's tracking database.

The child's Inclusion Passport details the nature and amount of support given to a child and reports on the effectiveness of this support. Each child is provided with their own version of the Inclusion Passport which is written in child-friendly language. This version gives the child the opportunity to explain their interests and identify any barriers to their learning, as well as strategies which help them. The child's achievements within the term are also celebrated on the Inclusion Passport.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

All children with special educational needs require support and planning when they transfer between Key Stages from 0-25. The level of support varied from child to child and at our school we strive to ensure the right level of support s provided.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition. This enables the Local Authority to consult and request placements at the preferred school. A request for a special school placement should be made in early Year 5 to determine that suitable provision can be considered. It is recommended at this stage that the parent visit some appropriate schools at the next Key Stage to help an informed choice to be made.

The SENCo and/or class teacher meets with previous/next settings (eg Nursery schools, high schools) to discuss individual children prior to the transition date to devise a transition programme if necessary.

Transition programmes are planned carefully for children with special educational needs and may include additional visit times with a familiar member of staff and/or transition meetings to support all new pupils. The school, where appropriate, will also use social stories, transition activities and communication passports as part of an SEN pupil's transition package. All of the aforementioned approaches are designed to support children and prevent vulnerability during their transition.

7. What is your School's approach to teaching children and young people with SEN?

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons

Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to

help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.
Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

The SENCO has the Post Graduate Certificate in SEND.

All staff (including teaching assistants) have had paired reading, dyslexia, wave 2 & 3 interventions, numicon, Talking Maths and PIVATS training. Support staff have attended specific external training events to support SEN pupils with specific needs and delivery of specialist intervention programmes e.g. Autism Awareness, Speed up intervention, Five Day Dyslexia Training, First Class @ Number, Numicon and Reading Intervention.

If a pupil has particular needs beyond our expertise, we seek specialist support promptly.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This

	<p>meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
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11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
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12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

The school uses a selection of the following to help SEN children develop emotionally and socially:

- Buddy system
- SEAL lessons
- PSHCEE lessons
- Nuture groups
- Socially speaking groups
- Pupil and class council
- Anti-Bullying week

Pupil voice information is gathered on a range of subjects.

Display board which quotes children's opinions and comments.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

"Child watch" to monitor issues on the playground.

We may also seek the advice of outside agencies if required.

13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

Where the school has concerns that a child may require additional or external support to meet their special educational needs, then a request will be made to the Local Authority service provider and/or other professional support service or voluntary

organisation. These may include:

- Educational psychology
- Speech and Language therapy
- CAHMS
- Enhanced Mainstream School for Communication and Interaction
- Enhanced Mainstream School for Autism
- Enhanced Mainstream School for Specific Learning Difficulties
- Enhanced Mainstream School for Behaviour, Emotional and Social Difficulties
- Enhanced Mainstream School for Profound and Multiple Learning Difficulties and Severe Learning Difficulties
- Parent Partnership Service
- The School Nursing Service
- The Minority Ethnic Achievement Team
- Physical and Medical Needs Specialist Support Team
- Sensory Impairment Specialist Support Team
- Autism Outreach
- Speech, Language and Communication Specialist Support Team
- Specific Learning Difficulties Specialist Support Team
- Severe and Complex Needs Specialist Support Team
- National Autistic Society
- The Communication Trust
- Cruse Bereavement Care

Parental opinion and consent is always sought before involving external agencies.

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.

Complaints about SEN provision within the school are first dealt with by the SENCO during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head teacher during

which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body will become involved. The designated governor for SEN is Mrs Dunn.
The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.