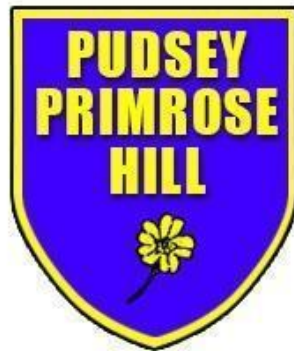


# **Pudsey Primrose Hill Primary School**



## **Special Educational Needs Policy**

**2023-24**

## **Key information for parents**

This policy has been completed taking into account the Department for Education's SEN Code of Practice entitled 'Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities'. This document can be found on the Department for Education's website or using the following link:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **Leeds SEND Local Offer**

Leeds City Council have produced a detailed guidance document to support parents and children with SEND. The Leeds Local Offer and can be found on the following link:

<https://leedslocaloffer.org.uk/#/directory>

It is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Leeds that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **SENDIASS**

Leeds SEND Information Advice Support Service (SENDIASS) Leeds SENDIASS is impartial, confidential, arm's length from the Local Authority and schools, free and accessible to all parents/carers and carers of children with special educational needs and/or disabilities. Leeds SEND Information Advice Support Service involves parents/carers, children and young people in discussions and decisions about their individual support. You can call the Helpline on 0113 3785020 or send an email to:

sendiass@leeds.gov.uk. Alternatively, visit the website at:

<https://sendiass.leeds.gov.uk/parents-and-carers>

## **Admission arrangements**

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. The school's admission policy is available on the school's website under the Key Information tab.

## **INCLUSION AT PUDSEY PRIMROSE HILL PRIMARY SCHOOL**

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision. It is also available on the school's website under the *Key Information - Special Educational Needs and Inclusion* tab.

### **Key staff**

The person responsible for overseeing the provision for children with SEND is Kathryn Dickson (Headteacher)

The person co-ordinating the day to day provision of education for pupils with SEND is Jennie Dale (SENCO)

### **Aims**

Pudsey Primrose Hill Primary School is an inclusive and welcoming primary school and we aim to ensure all children have access to a broad and balanced curriculum. We work effectively as a team with staff, parents and pupils to ensure that pupil needs are met.

### **Objectives:**

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum through quality first teaching in the first instance. This is coordinated by the SENDCo and is monitored and regularly reviewed as part of the Graduated Approach
- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals
- Work with outside agencies when the pupils' needs cannot be met by the school alone. These include the Educational Psychology Service, Speech and Language Therapy, Child and Adult Mental Health Service (CAMHS), Specialist Teachers Autism Response Service (STARS), Deaf & Hearing Impaired Team, Leeds Complex Needs team, Leeds SEN Inclusion team, School Nursing team, Occupational Health and other NHS service providers

## **Identification of pupils needs: A Graduated Approach**

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- c) The child's class teacher will take steps to provide scaffolds and support for learning that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class or carry out additional assessments
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school in order that school have a full picture of the child's strengths and needs
- h) Parents evenings and pupil progress meetings are used to monitor and assess the progress being made by children

### **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add the child to the SEND register. Formally identifying a pupil with SEND ensures that effective provision is put in place in order to remove barriers to learning. The support provided consists of a four part process:



## **Assess**

This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are having a positive impact on progress. If external support staff are already involved, such as a speech therapist or the learning inclusion team, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents and whether the child meets the criteria for consultation.

## **Plan**

Planning will involve a termly support and review meeting between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This information will inform an individual support plan, which details the provision a child needs to successfully access quality first teaching. Children will have targets set on their individual support plan which link to their area/areas of need.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO. Where outside agency support has been accessed, staff will deliver interventions as set out in SEND reports provided by these professionals.

## **Review**

Reviews of a child's progress will be made regularly, at least termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account where possible, the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will usually be taken at a child's progress review and followed up at the school's termly planning meeting with the Educational Psychologist. The application for an Education, Health and Care Plan will combine information from a variety of sources including: · Parents · Teachers · SENCO · Social Care · Health professionals Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. All agencies working with the child will be asked to submit a report (inc parents). A Multi-Agency Panel (MAP) will make a decision about whether or not the child is eligible for an EHC Plan. The panel is made up of group of people from education, health and social care. Parents are not invited to the MAP panel but will be telephoned by one of the provisional agencies (not school) to gain their views. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Before considering applying for an EHCP, parents are urged to come into school to discuss this with the school's SENCO.

## **Education, Health and Care Plans [EHC Plan]**

- A. Following Statutory Assessment, an EHC Plan will be provided by Leeds City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- B. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- C. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Plans will normally be updated by SENSAP at the end of each key stage.

## **Access to the curriculum, information and associated Services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents and outside agencies for other flexible arrangements to be made. This may consist of children having access to quiet workstation areas within or just outside the classroom or regular breaks out of class where needed. 8 Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the city. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

## **Inclusion of pupils with SEN**

The Headteacher and SENCO oversee the school's policy for equality & inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services such as Speech & Language therapy services, Educational Psychologist planning and cluster meetings, Sensory services as well as by referral to the SEN & Inclusion team (SENIT). Advice will be sought from the Area Inclusion Partnership (AIP) for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

## **Evaluating the success of provision**

In order to ensure continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of termly parent support and review meetings, in addition to the standard parents evenings held twice a year. Pupil progress is monitored on at least a termly basis in line with the SEN Code of Practice. SEN provision, targets and interventions are recorded on an individual support plan, which is updated half termly. These are updated by the class teacher and are monitored by the Senior Leadership team and SENCO. Interventions are monitored and evaluated termly at pupil progress meetings with individual teachers and information is fed back to parents and governors. This helps to identify whether provision is effective.

### **Professional Development (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses, Cluster SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. All staff are encouraged through performance management to seek out additional CPD training needs in relation to teaching SEN children. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. The SENCo and outside agencies also deliver training to staff in-house on SEN matters.

### **Links with other agencies and voluntary organisations**

Pudsey Primrose Hill Primary School seeks advice and support from external agencies in the identification, assessment of, and provision for SEND pupils. The SENDCo is responsible for liaising with the following: · Leeds Education Psychology Service · Behaviour Support Service (AIP) · Speech and Language Service · SENIT and SENSAP services · Specialist Outreach Services such as STARS and Deaf & Hearing / Visually Impaired teams



## Inclusion of pupils with English as an additional language

### Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school and/or is exposed to an additional language within their community. **EAL pupils are not considered to have a Special Educational Need**, but are seen to benefit from the ability to live and learn in more than one language.

### Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English through the following:

- An initial assessment of EAL. A further assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework may be provided to enable the pupil to improve their use of English and participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching on a 1:1 or small group basis, peer support; pre-teaching of key concepts and vocabulary
- Progress of EAL pupils will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Intervention Manager or SENDco. Provision will be recorded and monitored for effectiveness in line with standard practice for all vulnerable learners in the school. **The pupil will not be placed on the SEND register for reasons of EAL.**

### Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

## **Inclusion of looked after pupils**

We recognise that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There is a statutory requirement for all schools to have a designated teacher for looked after children. The responsibilities of our designated teacher include: monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school ensuring that children who are 'looked after' have access to the appropriate network of support checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern) discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team. liaising with the child's social worker to ensure that there is effective communication at all times celebrating the child's successes and acknowledging the progress they are making.

Our school work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Children who are Looked After (CLA) and monitors admissions, PEP completion, attendance & exclusions.

### **Complaints**

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDco, then, if unresolved, by the Headteacher. The governor with specific responsibility for SEND/Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

## Policy updated on 30/09/2023

Chair of Governors – Mr G Gibson		
Signature:	<i>G.Gibson</i>	
Frequency of review:	1 year	
To be reviewed and approved by:	PPHPS Full Board	
Date of next review:	September 2024	