



COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The Rochford Review 2016: final report Review of assessment for pupils working below the standard of national curriculum tests
- This policy was created by the School's SENCO along with the Headteacher and KS1 teacher.

SECTION 1:

Pinfold Primary School is a friendly, caring school where every child matters. Every teacher at Pinfold is a teacher of every child including those with SEND. All teaching and non-teaching staff are involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All members of staff who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

Pinfold Primary is unique in its size. The children are taught in two, mixed age classes - KS1 (Ash Class) and KS2 (Oak Class). We have 2.6 teachers and 5 teaching assistants, all of whom support the school's ethos of working in partnership with parents.

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At **Pinfold Primary** this role is undertaken by **Nicola Jackson**.



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Headteacher: Claire Tjaveondja

Chair of Governors: Nicola Jackson

Our SENCO is Mrs Nicky Cumiskey and works part -time (Mondays and Tuesdays). As such she shares the responsibility for managing the school's response to the provision we make for children with Special Educational Needs and Disabilities (SEND.) with Mrs Tjaveondja, the headteacher.

Mrs Cumiskey is part of the senior leadership team (SLT) and is a co-opted governor. She has a B.Ed (Hons) in Special Education (University of Wales 1989) and an Advanced Certificate in Autism (Children) (University of Birmingham 2005). She joined our school in 2009 but has been associated with Pinfold since 2004 in her role as specialist teacher working with Lancashire Education's Inclusion Service. This is her second post as a SENCO.

Our headteacher, Mrs Tjaveondja was awarded the National SENCo Award in 2012.

The Head is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school.

The SENCO and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's development plan.

SECTION 2: AIM OF THE POLICY

The Governing Body places inclusion as a high priority. Our main aim is to provide a secure, stimulating and happy environment for all our children, giving them the best possible opportunities and learning experiences thus enabling them to reach their full potential. The SEND governor works closely with the Head teacher and SENCO to ensure that the school is as inclusive as possible.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention programmes, in-class support, small group withdrawal, 1:1 tuition and other learning interventions developed to personalise learning.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and



additional needs.

2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To ensure that arrangements are made for pupils with SEND to have access to a broad, balanced and relevant curriculum which is differentiated to meet their needs and have equal opportunity to be involved in all aspects of school work and school life.
4. To encourage pupils to develop independence and seek to avoid over reliance on adults.
5. To provide a SENCO who will work with the SEN Inclusion Policy
6. To provide support and advice for all staff working with special educational needs pupils.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

From Children and Families Act 2014 clause 20

1. 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.

2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she - (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

At Pinfold, additional and/or different provision is currently being made in school for children with a range of needs, as laid out in the Code of Practice, including:

- Cognition and Learning -e.g. FASD, moderate learning difficulties, specific learning difficulties - dyslexia,
- Sensory, Medical and Physical -e.g. visual impairment, hearing impairment, a range of physical difficulties including hyper mobility of joints
- Communication and Interaction -e.g. ASD, speech, language and communication difficulties.
- Social, Emotional and Mental Health -e.g. Attention Deficit Hyperactivity Disorder.

The purpose of identification is to work out what actions the school needs to take. We consider the needs of the whole child, which does not necessarily just include identified areas of SEND.

We also recognise that the following may also impact on a child's progress in school, and whilst they do not alone constitute a Special Educational Need, the SENCO will monitor the progress of the following groups of pupils as set out in the Code of Practice 2014.



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- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Section 4: Managing pupils' needs on the SEN register.

Section 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

Children will exit the SEND register when it is felt that they have made sufficient progress in order to no longer need targeted support which is additional to and different from the other children in their cohort. They will continue to be supported by differentiated quality first teaching by their class teacher and their progress will continue to be monitored.

Section 6: SUPPORTING PUPILS AND FAMILIES

At Pinfold Primary School we believe that parents know their children best. We pride ourselves on building positive relationships with parents. The staff at Pinfold is committed to working in partnership with our families and effective communication ensures that parents/guardians can access help or advice from the school. We have an open door policy to enable good communication with our families.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. At Pinfold Primary we encourage our pupils to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements as detailed in the Local Offer made for children in our school with special educational needs.

The school continues to build strong working relationships and links with external support services and other voluntary agencies in order to fully support pupils with SEND and aid school inclusion.

We work closely with the following agencies to help support your child's needs:



- Advisory teachers from Lancashire SEND: Visual Impairment, Hearing Impairment, Specific Learning Difficulties
- Common Assessment Framework professionals (CAF)
- Educational Psychology (EP)
- Education Welfare Officer (EWO)
- Occupational Therapy (OT)
- Speech and Language Therapy Service (SALT) for both West Lancashire and Sefton
- School Nurse

Section 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

At Pinfold Primary arrangements are in place to support pupils with medical conditions to ensure that children can access and enjoy the same opportunities at school as any other child. The school meets its statutory responsibility by ensuring that policies, plans, procedures and systems are properly and effectively implemented.

The school's medical policy describes the following arrangements:

- Roles and responsibilities
- Staff training & support
- Child's role in managing their own medical needs
- Management of medicines on the premises
- Record keeping
- Emergency procedures

A copy of the school's medical policy is available on request

Section 8: MONITORING AND EVALUATION OF SEND

The progress of all children will be tracked at the end of each term and discussed in the first instance by the SLT. From here, new targets are set. Children not making sufficient progress will be highlighted and appropriate interventions put into place. This information, including pupil tracking and the effectiveness of intervention programs is scrutinised by the Standards and Effectiveness group of the Governing Body.



The effectiveness of SEN support will be determined by progress against personal targets. The Code of Practice recognises that for some pupils it is necessary to track progress outside of academic attainment. These areas will be outlined on the EHC or SEN Support Plan. Currently, our school uses PIVATS as an assessment tool for showing smaller but significant steps of progress.

The progress of children with an EHC Plan is formally reviewed at an Annual Review meeting with all adults involved with the child's education.

Section 9 :TRAINING AND RESOURCES

- SEND **is funded from the schools core budget.**
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all of our pupils, all staff are encouraged to undertake relevant training and development.
- School staff have undertaken training on for example, use of Epipens, speech and language needs, behaviour management, physical/medical training from Occupational Therapists and Physiotherapists, sensory processing training from Occupational Therapist.
- The SENCO attends any relevant local meetings.
- The SENCO facilitates/signposts relevant SEN focused external training opportunities for all staff.

Section 10: ROLES AND RESPONSIBILITIES

Section 11:STORING AND MANAGING INFORMATION

Section 12:REVIEWING THE POLICY

This policy is reviewed annually.

Section 13: ACCESSIBILITY

Section 14:DEALING WITH COMPLAINTS

Any complaints regarding the operation of this policy should be discussed with the child's class teacher in the first instance, and subsequently with the SENCO or Headteacher, if needed.