



# Pinfold Primary

'Learning is our passion'

'Small but mighty!'

Pinfold Primary SEND Policy 2019  
Head and SENCo: Claire Tjaveondja  
(SENCo Award)  
Chair of Governors: Nicola Jackson

## 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
- 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

## SECTION 1:

We believe that children have an unlimited capacity for learning and personal success and we intend to offer opportunities to create independent learners who are excited by learning and who are confident individuals. People who have the skills and knowledge to be able to keep themselves and others safe, to have a valued place in our world, share the responsibility for looking after it and the understanding and compassion to celebrate and contribute positively



to our society, our world. It will take into account our children's wellbeing and promote nurture and kindness. We will involve the children and their families in their learning and ensure they are challenged and inspired.

All teaching and non-teaching staff are involved in 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 EYFS/KS1, 'Willow Class' and KS2, 'Oak Class'. We have 2 teachers and 3 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**.

## **SECTION 2:**

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.

## **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, challenging 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. Empower children to increase responsibility and develop resilience as they move through school.
5. Continue good relationships with parent/carers and outside agencies.
6. To provide appropriate training for all staff working with special educational needs pupils to meet the children's needs.

## **SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

From Children and Families Act 2014



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.

- 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

Please see 'Pinfold Pathway' document.

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

We use a graduated response to children with SEN.

1. Once concerns are raised regarding attainment or progress
2. We will ensure the child engages in quality first teaching, which is effectively differentiated to meet all children's needs
3. If quality first teaching is not meeting the child's needs we will, with consultation of the parent and child set up an appropriate intervention to support their progress.



(assess, plan, do)

4. We will review the impact of the intervention, change the intervention, try an alternative approach
5. If it was felt these were not having positive impact we would seek professional advice from outside agencies
6. We would monitor the impact of interventions based on outside agency advice and ensure all support was implemented
7. If the child's needs could not be met by the school budget we would apply for a statutory assessment for additional funding.

### **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



- LCC SEND LOCAL OFFER : <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/the-send-local-offer/>

## **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 and 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 Head teacher and class teacher at Pupil Progress meetings. 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 Committee (SEC) 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 local cluster meetings.
- The SENCO facilitates/signposts relevant SEN focused external training opportunities for all staff.

## **Section 10: ROLES AND RESPONSIBILITIES**

Pinfold has a SEND governor, Nicola Jackson. She has an oversight of the SEND provision in our school to ensure the Governing Body is kept informed of how we are meeting statutory requirements.

Pinfold has a SENCo, Mrs Claire Tjaveondja who is responsible for managing the schools SEND work and keeping the Governing Body informed about schools SEN provision.

Mrs Tjaveondja is also the Designated Safeguarding Lead (DSL) and responsible for managing medical needs.

Miss Whiteside is Deputy Safeguarding Lead (DSL).

## **Section 11: STORING AND MANAGING INFORMATION**

The confidential nature of SEND information is fully recognised at Pinfold Primary School. Please see the GDPR policy which is available at the school office.

## **Section 12: REVIEWING THE POLICY**

This policy is reviewed annually.

## **Section 13: ACCESSIBILITY**

Pinfold Primary School is was built in the early nineteenth century, which has been modified over the years to improve accessibility. The Governing body places inclusion as a high priority. The SEN governor works closely with the Head teacher /SENCO to ensure that the school is as inclusive as possible. The Governors monitor and review the Accessibility Plan and all other statutory policies as defined by the DfE.

- The school has three entrances, two of which are wheel chair accessible at all times, the other can become wheel chair accessible with the aid of a ramp.
- Currently there are no designated disabled parking spaces; however, if you ring the school in advance we can arrange parking on the school grounds.
- Ceilings have been lowered in the KS2 classroom to try and improve the auditory



environment.

- The school has a disabled toilet complete with shower facilities and adjustable changing bed.
- Displays use Comic Sans, Lucinda sans and a cream background as advised by SEND specialist teacher and thought is given to colour schemes, we have opted for a communication friendly approach to display and decor.
- Furniture is appropriate and needs specific. We gain access to any specialist equipment if necessary through Lancashire County Council.
- The school is supported by our local paediatric Occupational Therapists.
- IT is used throughout the school to enable accessibility.
- Laptops are used by pupils who have difficulty in recording their work.
- Our SENCO liaises with specialist advisory teachers who often recommend specific IT programmes.

#### **Section 14: DEALING WITH COMPLAINTS**

- The school has adopted the LCC complaints policy and procedures.
- In the first instance the complaint should be made to the class teacher, in the second instance to the SENCo/head.
- As a school we will do everything we can to ensure parents and children are happy and the complaint is resolved as quickly as possible.
- A full copy of the complaints procedure is available on the website, or in the school office.

#### **Section 15: DEALING WITH BULLYING**

At Pinfold we believe all pupils are entitled to learn in a supportive caring and safe environment without the fear of being bullied.

- At Pinfold we will never tolerate bullying. Please see our Behaviour Policy for further information.