



Ormskirk Church of England Primary School

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Special Educational Needs and Disability Policy

Head Teacher: Mr. G. Storch

Special Educational Needs and Disability Co-ordinator: Mrs. H. Sheppey

We at Ormskirk Church of England Primary School are committed to making our best endeavours to meet the special educational needs of pupils ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement, we aspire to enable every child to “be inspired, aim high, achieve and shine”. Every teacher is a teacher of every child, including those with Special Educational Needs and Disability (SEND).

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 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 (September 2014)
- Schools SEN Information Report Regulations (2014)

This policy has been created by the school’s SENDCO, Mrs. Sheppey, and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability.

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision made for them.
- Assess children regularly so that those with SEN are rapidly identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.
- To ensure that pupils with SEN are involved in decisions affecting their future SEN provision.

Objectives

In order to achieve our aims and to ensure that children with special educational needs make progress and achieve their full potential, an action plan is in place.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision.

A Graduated Approach to SEN Support

Under the SEN Code of Practice 2015, all schools are legally required to identify special educational needs at the earliest point and make effective provision that improves long term outcomes for the child or young person. It is clear from this legislation that schools are under no obligation to gain a diagnosis of special educational need but rather identify educational needs and implement effective provision to ensure these needs are met. Our priority as a school is to implement provision that supports children's educational development and not to seek diagnoses and labels for children. School is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, PIPs, SATs or the use of the Engagement Model. Additionally, school may use assessments such as Wider Range Achievement Test, Phonological Assessment Battery and the Naglieri Nonverbal Ability Test to help support decision making regarding the type of provision that might be required to ensure a child's educational needs are met. Teachers will then consult the SENDCO to consider what else might be done; the child's learning characteristics, the learning environment, the task and the teaching style should always be considered.

Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and adaptive teaching. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is

additional to or different from that which forms our universal offer of Quality First Teaching strategies. This would constitute Special Educational Provision and the child would be registered as receiving SEN Support. We seek to identify pupils making less than expected progress given their age and individual circumstances. 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
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCO will be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process and may carry out some additional assessment. The SENDCO will monitor records of provision and the impact of that provision. The teacher will maintain the personalised plans and keep them updated.

Assess: The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

Plan: A SEND support plan will be created internally for your child. Person-centred tools may be employed to facilitate this. Support plans include expected outcomes, strategies and provision. At this stage, a review date is set. Support plans are shared with parents via Provision Map which provides parents with the opportunity to comment on their child's plan. Parents can also organise a meeting with their child's class teacher if there is anything which they would like to discuss further.

Do: The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

Review: The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Reviews are also shared with parents via Provision Map.

Throughout the 'Assess, Plan, Do, Review' cycle, parents are encouraged to contribute to their child's support plan by commenting on Provision Map. The class teacher and SENDCO are able to read and reply to these comments. Alternatively, meetings with your child's class teacher can be arranged if there is anything which parents wish to discuss further.

The school's Local Offer can be found on the [school website](#). This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENDCO records the cost of provision made through provision mapping.

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual SEND support plans
- records of reviews and their outcomes
- Early Help Assessment and Team Around the Family meeting records (if applicable)
- medical information where relevant
- National Curriculum attainment and wider learning profile
- educational and other assessments, e.g. Educational Psychologist report
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/carers and/or child
- the school
- an Educational Psychologist
- health
- social care

- anyone else that parents/carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website:

<https://www.lancashire.gov.uk/>.

Annual Review of the Education, Health and Care Plan (EHCP)

EHCPs must be reviewed at least annually. The SENDCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA if appropriate. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENDCO will record the outcomes of this meeting and will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage and evidence would be collated to reinforce the above.

Supporting pupils and families

Lancashire County Council's Local Offer can be found at <https://www.lancashire.gov.uk/>.

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents. Parents can meet regularly with school staff and concerns and successes are shared. Parents are made aware of [Lancashire SEND Information and Advice Support Services](#). Parents are invited to be involved at every stage of their child's progress, through liaison with the class teacher and SENDCO when needed. Parents are invited to comment on their child's support plans and reviews on Provision Map. Additional meetings can be arranged with your child's class teacher to further discuss progress.

Parents of children with EHC Plans will also be invited to a yearly review. Relevant support services connected to the child will also be invited.

Medical issues are discussed with parents/carers. If support is required, the school nurse will be contacted. The child may be referred for assessment through his/her GP.

The Educational Welfare Officer visits school regularly to offer advice. If a teacher is concerned about the welfare of a child they should consult the Head teacher immediately as the Designated Senior Leader for Safeguarding.

The school's Designated Senior Leader for Safeguarding is Mr G. Storch

The Deputy Designated Senior Leaders for Safeguarding are Mrs R. McBride and Mrs. H. Sheppey.

The Governor responsible for safeguarding is Ean Quirk.

Depending on the special educational needs of the children different agencies may be involved, e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

Admissions

Pupils with special educational needs will be admitted to ANY Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, ANY Primary School will seek to ascertain from parents whether the child

has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCO will meet with the SENDCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

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 an 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. The school's policy on medical needs can be found on the [school website](#).

Monitoring and evaluation of the policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

Training and resources

Governors will ensure that there is a suitably qualified SENDCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. School resources are allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements/education health care plans and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCO.

The SENDCO will keep abreast of current research and thinking on SEN matters.

The SENDCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENDCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of class teachers; class sizes; teaching assistants; specialist teachers and assessments; specialist support and advice; administrative support; training; specialist resources and adaptations.

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision.

Roles and Responsibilities

The Governing Body

The SEN Governor, Mrs. Gladders, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report to update progress on SEN issues,
- the SEN policy is reviewed annually,
- the Governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs. This is available via the school website.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENDCO

will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs and Disability Co-Ordinator (SENDCO)

Name: Mrs. H. Sheppey

Qualifications: MA (Hons), Primary PGCE, MA in Specialist Primary Mathematics Practice and NPQ in Leading Teacher Development

The SENDCO is responsible for:

- co-ordinating SEN provision for children,
- liaising with and advising teachers,
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs,
- liaising with parents of children with special educational needs and disability,
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies,
- consultation with the class teacher to ensure that SEND Support Plans are written and that reviews take place.

The school also has two members of staff that hold the National Special Educational Needs and Disabilities Co-Ordinator Award.

Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENDCO to formulate and review SEND Support Plans.

Storing and managing information

The confidential nature of SEND information is fully recognized at Ormskirk Church of England Primary School. Files are stored electronically using the software Provision Map. Electronic copies are the standard way of keeping records. Staff have statutory data protection training.

Reviewing the policy

This policy will be reviewed as part of the school's evaluation cycle. This policy is due for review in September 2025.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for pupils with disabilities and to implement their plans. Ormskirk C of E Primary School publishes its accessibility plans within its Local Offer and its Inclusion policy. These can both be found on the website at <https://www.ormskirk-ce.lancs.sch.uk/>.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENDCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors

Parents are informed about [Lancashire SEND Information and Advice Support Services](#).

Bullying

Bullying is taken very seriously at Ormskirk C of E Primary School. To view the school's policy on anti-bullying, see the school's website at <https://www.ormskirk-ce.lancs.sch.uk/>.

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Ormskirk C of E Primary School endeavour to generate a culture of support and care among pupils.

Procedures for supporting children with Special Educational Needs

The SEN Code of Practice (2014) identifies the SENDCO's roles and responsibilities as:

- overseeing the day-to-day operation of the school's SEN policy

- co-ordinating provision for children with SEN.
- advising on the graduated approach to providing SEN support.
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ensuring that the school keeps the records of all pupils with SEN up to date.

Additionally, the SENDCO will meet with the parents of children who have Educational Health Plans, who have TAF meetings currently open and those who are at a critical point in their education (transition from nursery to reception, transition to high school or who needs level two SEND report).

As highlighted above, the first point of contact for any issues pertaining to your child's education is your child's class teacher as they know your child best and will often be able to support you with your concerns either directly or by utilising the advice of the SENDCO.

Please see the flow chart below which outlines this procedure.

I suspect my child has a special educational need.



Contact my child's class teacher to arrange a meeting to discuss my concerns.



If concerns are agreed upon, a support plan will be written.

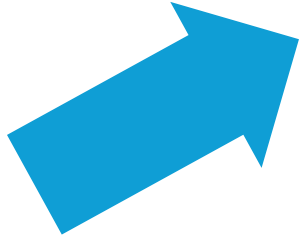


After a term, your child's class teacher will review the provision that is in place for your child and feedback their progress.



If progress is made, your child's class teacher will continue to plan for your child's provision.

Your child's class teacher informs the SENDCO and their child will be added to the SEND register. The SENDCO will support the class teacher to arrange provision.



The SENDCO will monitor your child's provision in school and will keep in regular dialogue with your child's class teacher.



The SENDCO will support your child's class teacher in planning provision for your child and monitoring the impact of this provision.



If your child is not making progress after two cycles of assess-plan-do-review, the SENDCO will become directly involved at this point and will be going to refer to outside agencies/hold TAF meetings.

parent/teacher dialogue
teacher/SENDCO dialogue