

# **Abram Bryn Gates Primary**



**Special Educational Needs  
(SEND) Policy**

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# Statement of intent

This policy outlines the framework for Abram Bryn Gates to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Abram Bryn Gates therefore intends to work with Wigan Authority and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

**Signed by**

*S C Sheekey*

**Headteacher**

**Date: 22.6.16**

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*J Clegg*

**Chair of Governors**

**Date: 22.6.16**

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**Next review date: June 2019**

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## **Rational**

Abram Bryn Gates Primary school is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Abram Bryn Gates Primary School is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. This will include: -

- girls and boys, men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support a to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- any learners who are at risk of disaffection and exclusion
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This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short time.

At Abram Bryn Gates Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Abram Bryn Gates Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The SEN Co-ordinator is Mr. S. C. Sheekey, who also takes a lead role in relation to inclusion, and as a member of the SMT, reports regularly to the group on this area. He is assisted by Mrs. L. Small.

## **1. Legal framework**

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education
- Working Together to Safeguard Children

## **2. Definitions**

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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.

## **3. Areas of special educational need**

Abram Bryn Gates will make provision for pupils with the following 4 kinds of need:

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

## **4. Admissions**

4.1. Abram Bryn Gates will ensure it meets its duties under the Schools Admissions Code of Practice by:

4.1.1 Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.

## **5. Roles and responsibilities**

5.1. The governing body has a responsibility to:

- 5.1.1. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- 5.1.2. Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- 5.1.3. Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- 5.1.4. Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEN.
- 5.1.5. Appoint a designated teacher for 'looked after' children where appropriate.
- 5.1.6. Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- 5.1.7. Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised and are received positively by all member of the school community.
- 5.1.8. Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.

5.2. The Headteacher has a responsibility to:

- 5.2.1. Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- 5.2.2. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- 5.2.3. Cooperate with local authorities during annual EHC plan reviews.

- 5.2.4. Ensure that the SENCO has sufficient time and resources to carry out their functions.
  - 5.2.5. Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
  - 5.2.6. Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
  - 5.2.7. Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.
- 5.3. The SEN Coordinator (SENCO) must:
- 5.4. Be a qualified teacher.
    - 5.4.1. Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEN policy and provision in the school.
    - 5.4.2. Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
    - 5.4.3. Undertake day-to-day responsibility for the operation of SEN policy.
    - 5.4.4. Coordinate the specific provision made to support individual children with SEN, including those who have EHC plans.
    - 5.4.5. Liaise with the relevant designated teacher where a looked after pupil has SEN.
    - 5.4.6. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
    - 5.4.7. Liaise with the parents of pupils with SEN.
    - 5.4.8. Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
    - 5.4.9. Be a key point of contact with external agencies, especially the LA and LA support services.



5.4.10. Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.

5.4.11. Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.

5.5. Ensure that class teachers:

5.5.1. Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.

5.5.2. Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

5.5.3. Use appropriate assessment to set targets which are deliberately challenging.

5.5.4. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

5.5.5. To involve parents/carers at every stage in plans to meet their child/s additional needs.

5.5.6. To involve, where appropriate, the children themselves in planning and in any decision making that affects them.

## **6. Joint commissioning, planning, and delivery**

6.1. Abram Bryn Gates will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

6.1.1. Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

## **7. Funding**

- 7.1. Abram Bryn Gates will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils.
- 7.2. Personal budgets are allocated from the local authority's high needs funding block and Abram Bryn Gates will continue to make SEN provision from its own budgets, even if a pupil has an EHC plan.

## **8. Local offer**

- 8.1. Abram Bryn Gates will cooperate generally with the local authority and local partners in the development and review of the local offer.

## **9. Identification**

- 9.1. To identify pupils with SEN, Abram Bryn Gates will:

- 9.1.1. Assess each pupil's current skills and levels of attainment on entry.

- 9.1.2. Make regular assessments of all pupils to ensure that the intervention:

- Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

- 9.2. The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- 9.3. Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

## 10. Graduated approach

- 10.1. Abram Bryn Gates will, once a potential SEN has been identified, employ the graduated approach to meeting the pupil's needs, including:
  - 10.2. Establishing a clear **assessment** of the pupil's needs.
  - 10.3. **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
  - 10.4. **Implementing** the interventions, with support of the SENCO.
  - 10.5. **Reviewing** the effectiveness of the interventions and making any necessary revisions.

## 11. Assessment

- 11.1. Abram Bryn Gates will, in consultation with the pupil's parents, request a statutory assessment of SEN where the pupil's needs cannot be met through the resources normally available within the school.
- 11.2. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- 11.3. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority,

regarding how the pupil's outcomes can be met through the schools existing provision.

## **12. Education, Health and Care (EHC) plans**

- 12.1. Abram Bryn Gates will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- 12.2. The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- 12.3. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.
- 12.4. SEND support will adapt or replace depending on how effective it has been in achieving the agreed outcomes. Where, the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school will consider in consultation with parents, requesting an Education, Health and Care needs assessment. Parents also have the right to request an EHC assessment.
- 12.5. When making an education, health and care assessment local authorities must consult the child and his or her parent and take into account their views, wishes and feelings and any information provided by them or at their request. Local authorities must also gather evidence from relevant professionals.
- 12.6. The whole assessment and planning process, from the point an assessment is requested or that a child is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.
- 12.7. Once finalised, it is the named school and Local Authorities responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly and in consultation with parents and other professionals who may be involved.

### **13. Reviewing an EHC plan**

- 13.1. Abram Bryn Gates will:
- 13.2. Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- 13.3. Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- 13.4. Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- 13.5. Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- 13.6. Cooperate with the local authority during annual reviews.
- 13.7. Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- 13.8. Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

### **14. Confidentiality**

- 14.1. Abram Bryn Gates will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure.
- 14.2. Staff members and governors of the Federation schools, have a statutory obligation to safeguard personal and confidential information about children and colleagues.
- 14.3. All information about individuals is private and will only be shared with the staff that need to know.
- 14.4. All personal information is held in a safe and secure place which cannot be accessed by anyone other than specified school staff.
- 14.5. Staff members are aware that any breach of confidence may be a matter for disciplinary action.

- 14.6. Children have the same rights to confidentiality as adults. However, under child protection procedures, children are told that, in exceptional circumstances, some information may need to be shared with parents/carers or other people.
- 14.7. Parents are informed through our Fair Processing Notice about the level and range of data that is shared and the agencies with whom it is shared and their right to consent to disclosure.
- 14.8. Parents/carers may request access to information on behalf of their child.
- 14.9. Further details can be found in our Confidentiality Policy which can be obtained on request from the school office.