



SEN Policy

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‘Together we are Porter Croft.’

This is the core value of our Academy we believe all stake holders are important in ensuring our pupils achieve their very best. We aim to deliver an all-inclusive educational experience that meets the needs of all our pupils whatever they maybe.

‘Every teacher is a teacher of every child including those with SEN.’

This policy has been developed by the SENCO, Headteacher, the Senior Leadership Team, teachers, teaching assistants, parents, governors and pupils in order to reflect the new code of practice June 2014.

Contextual information

Porter Croft is an ‘outstanding school’ that converted into an Academy in 2013. It is smaller than an average sized primary with 210 pupils on roll. The majority of pupils are from minority ethnic groups, with a well above average proportion speaking English as an additional language. We are also above the average proportion of pupils with SEND. Our mission statement ‘Together we are Porter Croft’ defines our approach to inclusion and our high expectations for all our pupils.

Aim

We aim to have high aspirations and expectations for our pupils with SEND. We support our pupils through the planning of individual outcomes and ensure that we put provision and support in place to ensure our pupils meet their outcomes.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance in the SEND code of practice June 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work in line with the SEN Inclusion policy.
5. To provide support and advice for staff working with special educational needs pupils.
6. To work closely with parents ensuring that they are well informed about their child in terms of outcomes, support, provision and outside agencies.

Identifying Special Educational Needs

The purpose of identifying SEND is to inform which strategies we need to put in place to facilitate our pupils learning needs, not to categorise our pupils. We believe in considering the needs of the whole child and not just their special educational needs.

Under the new code of practice there are four broad categories of need:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health difficulties.
4. Sensory and/or physical needs.

There are factors which are not SEN but may also have an impact on a child's progress and attainment.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Pupil Premium pupils

- **Being a Looked After Child (LAC)**
- **Being a child of a Serviceman/woman**

Behaviour is not an acceptable way of describing SEN. Behaviour should be described as an underlying response to a need which the Academy should be able to recognise and identify clearly.

A Graduated Approach to SEN Support

◆ Quality First Teaching

Each class teacher is responsible for meeting the needs of their pupils in the classroom. Work is differentiated and a 'peeling off' approach has been adopted by our staff which enables challenge and support for all children regardless of their ability level. Teaching assistants provide 1-1 or small group support within the lesson as directed by the class teacher. Visuals and concrete materials are used as a whole school approach (i.e. Communicate in Print, Numicon, base ten, writing scaffolds etc)

Dyslexia strategies are embedded throughout the Academy (coloured overlays, coloured ICT backgrounds, coloured exercise books, visuals).

The curriculum is adapted for pupils within the classroom setting and for some pupils the assessment of smaller incremental steps is done through the use of the B Squared material, which enables teachers to plan individual next steps in outcomes for these pupils.

◆ Pupil Progress Meetings

Progress and attainment of each pupil in the Academy is discussed during half termly meetings with the class teacher, Headteacher and the SENCO. Vulnerable pupils are identified and, if necessary, extra provision or interventions are put in place.

◆ Lesson Observations

These are carried out by the Headteacher and the SENCO or other senior staff to review the quality of teaching and support by the teaching assistants during lessons.

◆ Work Scrutiny

This is carried out by the SLT to ensure pupils are being challenged in the appropriate way, making progress and misconceptions are being addressed.

◆ CPD in SEN

There is a continual program of staff development in SEN strategies to ensure they understand the needs of SEN pupils and how to support them.

◆ Outside Agencies

Referrals are made to outside agencies if strategies put in place by the Academy are still not enabling the pupil to reach their true potential. Parents are consulted before a referral is made. These pupils are recorded as being on the SEN Support register.

Managing Pupils Needs on the SEN Register

There is continuous cycle of managing SEN throughout the academic year which is outlined below.

◆ Assessment

Wave 1 -Data is discussed at pupil progress meetings.

Wave 2- Data is also monitored when appropriate throughout interventions.

Wave 3- Outside agencies when working 1-1 with pupils will also use assessments.

◆ Planning

Wave 1- The class teacher will plan the curriculum for SEN pupils in their class.

Wave 2- Teaching assistants will plan interventions weekly.

Wave 3- Outside agencies will recommend SEN support to be put in place.

◆ Delivery

Wave 1- Lessons are delivered by the class teacher supported by teaching assistants.

Wave 2 and 3-Interventions are delivered by teaching assistants.

◆ Reviewing

The provision map is reviewed by the SENCO every half term in conjunction with teachers, teaching assistants and parents.

Outside agencies will review progress and attainment as and when necessary.

Outcomes are reviewed on the one page profiles every term by the class teacher and teaching assistant.

◆ Recording

The provision map records SEN support. One page profiles record individual outcomes set. Structured conversations are recorded and copies sent home to parents.

External agencies

If a pupil is not making sufficient progress despite SEN support being put in place it may be necessary to refer them to an outside agency. This will be discussed with the teacher and parents and a referral form will be completed.

Banded Funding

Mainstream schools will have to fund special educational provision (e.g. teaching assistant support, resources) up to a threshold of £6,000 per year per pupil, from their delegated school budgets. Above this level, local authorities will be expected to provide top-up funding for individual pupils, via locally determined funding bands. (£6,000 per year equates to around 10 hours of Teaching Assistant support

per week.)

FCAF

The FCAF will be used across our children and adult services and other agencies working with families throughout the city. This assessment will be used to work together to look at the right support for families.

Criteria for exiting the SEN register

Progress and attainment of SEN pupils is regularly monitored. If it is felt by the class teacher, teaching assistant and SENCO that a pupil no longer requires SEN support it is discussed with the parents at a structured conversation meeting. If they agree with the decision the child is removed from the SEN register but is monitored throughout their school life informally during pupil progress meetings in case it is felt SEN support is required again at a later stage.

Supporting Pupils and Families

LA Local Offer

Porter Croft Church of England Primary Academy has complied with the LA Local Offer and our provision and SEN support has now been published on the website.

www.sheffielddirectory.org.uk

SEN Information Report

As part of the school's statutory requirement to provide information we have a link on our website to our SEN Information Report.

Outside Agencies

We have established strong links with a number of outside agencies in order to support our pupils and their families these include:

- Early Years
- Learning Support
- Autism Team
- SPLC
- Educational Psychology service
- Ryegate
- TAHMs
- MAST

Admission arrangements

As Porter Croft is an Academy, the Governing Body is the Admission Authority and responsible for admissions.

Exam arrangements

If extra support is required during external tests this is decided by the class teacher, SENCO and outside agencies and is assessed for by the Learning Support contact.

Transition from nursery into the FS2 class

There is an extensive program to ensure a smooth transition into FS2.

-pupils are invited into the Academy twice times during the Summer term before their Autumn term start date.

-the class teacher and teaching assistant visit the pupils in their nursery setting before they start FS2.

-the teacher and teaching assistant visits the pupil in their own home before they start in FS2.

-the SENCO attends any transition/ annual review meetings during the Summer term at the pupils current setting.

-extra visits, visual aids are set up during the Summer term for parents to use.

From Year six into secondary school

Again we have established links with secondary schools to ensure there is a comprehensive transition program in place.

-pupil and parent visits to the secondary school with the SENCO.

-transition meetings with the secondary SENCOs.

Transition between classes within the Academy

Class teachers meet to discuss the new class moving up to them in the Autumn term. SEN files are passed on to the new teacher. Teaching assistants also share information amongst themselves and carry out class visits for their pupils if this is deemed appropriate. Visuals such as photos and booklets can be made for the pupil to take home over the Summer holidays in preparation. Parents discuss the new class at structured conversations and sometimes meet with the new teacher in the Summer term.

Supporting pupils at school with medical conditions

Medical Conditions

Please refer to the Academy's medical policy with reference to the DFE document 'Supporting pupils at school with medical conditions' April 2014.

Pupils at Porter Croft Church of England Primary Academy with medical conditions will be properly supported so that they have full access to education, including school trips and physical education.

Monitoring and evaluation of SEND

The quality of provision for all pupils is monitored following the Academy's monitoring cycle. Lessons and interventions are observed and planning and marking are checked regularly to ensure staff are in line with policies and pedagogy.

SEN provision is also monitored through the use of observations, book scrutinies and pupil progress meetings to ensure provision is having a positive impact on learning.

Parent and pupil views about provision for SEN are shared during structured conversations each term.

In light of the evidence gathered from monitoring, the SEN provision map is reviewed every half term and changes are put in place when necessary.

Training and resources

SEN is funded through the General Annual Grant. All staff receive training on general SEN conditions with whole school initiatives put into place about strategies and resources to use (i.e. Communicate in Print, Numicon, handwriting and motor skills). Teaching assistants also receive training on more specific interventions in order to meet the needs of our pupils.

All staff undertake induction when taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place for SEN provision.

The SENCO attends the LA briefings and annual conference in order to keep up to date with SEN issues. She also meets with other SENCOs from other local schools each half term to share good practice and information.

Roles and responsibilities

The role of the Governing body is to ensure that the SEN and Disability reforms are implemented in the Academy. They also need to ensure that the Academy publishes its SEN information on its website and is actively part of the local offer. Information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children and their accessibility plans are also the responsibility of the governing body to ensure this is available.

The Academy has met its legal duties to ensure that a qualified teacher is the SENCO, Mrs Cath Thomas.

The governors also need to ensure that the Academy has suitable arrangements for consulting with parents and that arrangements are put in place to support pupils with medical conditions.

Teaching assistants are employed to support pupils in class so that they can experience quality first teaching. They are redeployed throughout the Academy based on need and have no fixed year group. Teaching assistants also run targeted interventions in the afternoon which are fluid according to the needs of our different cohorts. The line manager for teaching assistants is the SENCO.

The designated teacher and child protection liaising officer is Mrs Cath Thomas. Mr Jim Dugmore is responsible for managing PPG/LAC funding. Mrs Sarah Moxon is responsible for managing the Academy's responsibility for meeting the medical needs of our pupils.

Storing and managing information

SEN documents are kept in a locked cupboard in the SENCOs office. When pupils transfer to another school a copy is sent of the pupils records and discussed with the new SENCO.

Information is stored in line with the LA policy.

Reviewing the policy

The SEND policy will be reviewed annually.

Accessibility

The Academy, in light of the Equality Act 2010 and the Children and Families Act 2014, has a focus on removing barriers to learning. In practical terms we endeavour to provide an education that will enable children to develop, learn and participate to achieve the best possible outcomes irrespective of their needs.

We regularly review outcomes, provision and the achievements of our pupils to ensure successful accessibility to our curriculum.

We share information with families in a variety of ways to ensure accessibility (twitter, website, letters, text, meetings, coffee mornings, workshops, assemblies, reviews and parent evenings).

We have an open door policy and parents are welcome to speak to staff.

Dealing with complaints

Complaints are dealt with following Academy policy. They are considered informally at first, however, if the parent is still dissatisfied the complaint can become formal in writing. Complaints are investigated by the Headteacher, but if the complaint involves the Headteacher the governing body will step in.

Bullying

The Academy has an anti-bullying policy in place so that if incidents do occur they are dealt with quickly. However, due to the Academy ethos of 'Together we are Porter Croft' these incidents are few and far between. We work hard to promote the Academy values of tolerance, respect, compassion, forgiveness, humility and justice which create a strong community feel. Behaviour is clearly defined and pupils understand what is acceptable and what is not. If bullying occurs the Academy will not only sanction the pupil, but also look at the motivation and reasons behind their behaviour in order to offer support for any vulnerable child in our care.

The Academy promotes positive behaviour and celebrates success every week during a good work assembly. We also have an annual anti-bullying week where issues are addressed and discussed throughout both key stages.