

Special Educational Needs Policy

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

CARE through respect, support and
togetherness

GROW through choice, opportunity and
imagination

SHINE through challenge, achievement
and celebration



Introduction

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 2014
- Schools Sen Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with Medical Conditions April 2014

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled or have long term illness
- those who are gifted and talented
- those who are looked after by the local authority
- any learners who are at risk of disaffection and exclusion

This policy should be read in conjunction with: Behaviour Policy, Single Equalities Policy, Teaching and Learning Policy and Child Protection Policy, Able and Talented Children Policy and Pupil Premium Policy, Disability Policy

Overview

Longton Primary School Mission Statement: **Care, Grow and Shine** underpins our Special Educational Needs and Disability Policy.

Longton provides a broad and balanced curriculum for all children in order to develop learning with social, moral, emotional and understanding of citizenship. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Our school recognises that all children are special and have individual needs. School prides itself in its **inclusive ethos** and the way in which each child is nurtured, supported and challenged to enable them to reach their individual potential. All teachers are responsible for supporting pupils with Special Educational needs.



Children with special educational needs have learning difficulties that call for special provision to be made.

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions

Children are said to have a special educational need if they have a **significant difficulty or a disability** that is a barrier to their learning in one or more of the 4 following areas:

- **Communication and Interaction**

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

- **Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- **Social, Mental and Emotional Health.**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- **Sensory and/or Physical Needs**

This includes children with sensory, multi-sensory and physical difficulties.

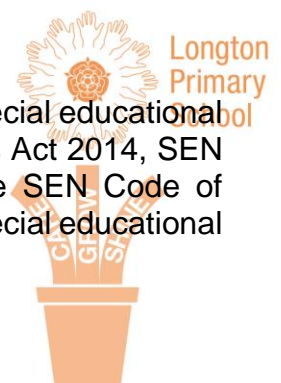
Admissions Procedure

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

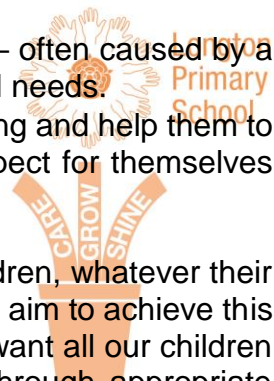
Aims and objectives

The aims of this policy are:

- To ensure sure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice July 2014 to create an environment that meets the special educational needs of each child;



- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make appropriate provision to overcome barriers to learning;
- To monitor the progress of SEND pupils effectively;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable **all children** to have full access to all elements of the school curriculum, differentiated wherever appropriate to enhance outcomes for all pupils;
- To involve parents at all stages of the graduated approach and support them in understanding procedures and practice and ensure they are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process
- To make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).



In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Offering opportunities of all the above through in class and out of class sessions.



Identifying Special educational needs

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching. Every teacher is expected to plan a clearly differentiated, broad and balanced curriculum for all children.

Through pupil progress meetings and meetings with the SENCO, children are highlighted who are not making the required progress. The next stage would be to plan and deliver intervention to support the child in that particular area or areas of learning. This will be reviewed to assess whether the child is making progress. If monitoring showed that the child needed more support they would then move to SEN support.

Quality first teaching at Longton Primary School allows teachers to support all children, through excellent classroom teaching. Quality first teaching is what is on offer for all children – a high-quality, inclusive, broad and balanced curriculum, engaging and effective teaching and personalised learning which includes and supports all children.

If your child continues to experience difficulties despite high quality personalised teaching, they may need additional support. This is called SEN Support.

If your child is identified as needing SEN Support, we will:

- Put a plan in place to support your child.
- Regularly review your child's progress
- Meet regularly with parents to discuss progress and plan future support.

Most children receiving SEN Support will respond well to this support and make effective progress. However, some children may have more complex needs, requiring a greater level of support. Children with ongoing, significant and / or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan (EHCP).

These areas may be taken into account as impacting on progress and attainment but do not alone constitute SEN;

- 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
- Behaviour



Our Graduated Approach:

Quality First Teaching

The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- well-resourced and carefully planned provision which provides a rich learning environment
- high demands of pupil involvement and engagement with their learning
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- clear objectives that are shared with the children
- lively, interactive teaching and learning, based on real life, practical experiences
- carefully structured, differentiated learning activities which enable all children to participate fully
- children being supported with their learning, in groups, pairs and sometimes individually
- children being helped to take responsibility for their own learning, when appropriate - children being encouraged to know their own targets and how to achieve them
- regular use of encouragement and authentic praise to engage and motivate pupils.

Pupils will be monitored if they are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

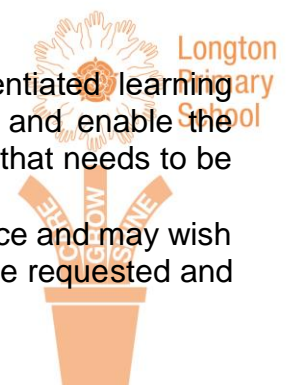
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Pupils being monitored can expect:

- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Further early assessment may be requested and



completed within school in order to assess, monitor and benchmark progress whilst a the child's progress remains a cause for concern.

- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being a 'Cause for Concern' due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- Regular quality and planned Continued Professional Development is provided for all staff to maximise pupils' opportunities and in many cases specialist training is provided to promote support expertise.

SEND Support

If in light of increased support, progress is not being made, a pupil will be considered to need 'SEND Support'. This may involve individually tailored support; additional assessments or school may require specialist support. Where it is determined that a pupil does have a Special Educational Need, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

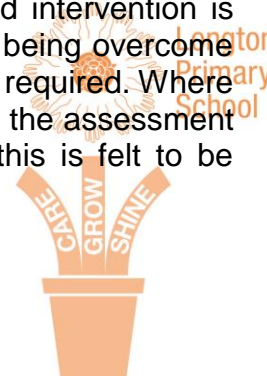
Assess Plan Do Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.



Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term target set for the child, who, how and what teaching strategies to be used to maximise progress. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned.

In most cases, children will be seen in school by external support services who will provide information for the child's new IEP, support school staff in meeting pupil's needs and meet with parents where there is a need. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching.

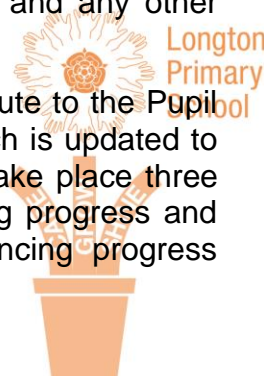
Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. A variety of assessment tools may be used to measure progress and monitor success of interventions and support.

All children on the SEND Support Register will have a Pupil Profile, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child.

Class teachers, parents, pupils and other professional will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.



Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes

Being taken off the Send Support Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

Referral for an Educational, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

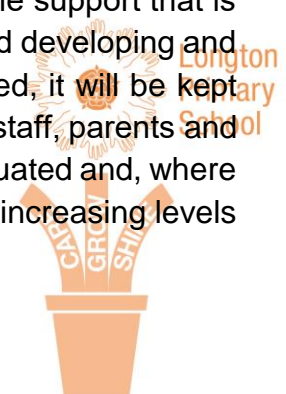
The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHCP will be provided by Lancashire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.



If a request for EHCP is rejected by the Local Authority, the pupil will remain on our Sen Support register as long as they have a need.

Existing Pupils with SEND and Statement of Needs

All pupils on our existing SEND register will be reassessed under the new terms of this policy and if appropriate will be categorised SEND Support under the new Code of Practice requirements. Any pupil who has an existing Statement of Need, will have their statement reviewed in line with Local Authority recommended timescales.

Staff in school who work with pupils with Special Educational Needs and their Parents

All teachers in school teach pupils with special educational needs. We ensure that all staff in school are made aware of individual pupils' special educational needs and what provision is made. This is often through the use of a Pupil Profile or provision maps.

The following people have particular responsibilities:

The **Head Teacher** and **SENCO** ensures that the school's provision for children with additional needs is met and children's progress evaluated on a regular basis. The SENCO meets with the SEN Governor on a regular basis to discuss programmes of support and individual needs. The Head Teacher is Designated Safeguarding Officer.

SEN Governor Monitors and evaluates provision and reports to the governing body.

Class teachers provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set future targets for them. They provide opportunities for pupils to work on their IEP and other learning targets; ensure all pupils are included and are able to contribute in all activities; keep accurate records of pupils in relation to opportunities and outcomes of interventions and ensure all staff working with their class, have a copy of their IEP's and are made aware of any barriers to learning and strategies to prevent them. They report to the SENCO any child that may be causing concern and are responsible for reviewing and updating children's IEP's on a regular basis

Assistant Teachers deliver programmes of work for pupils who require additional support; keep accurate and UpToDate recordings of those sessions and pupil progress to enable school to monitor progress and develop their understanding of SEN through staff training and continued professional development.

Midday supervisors and other ancillary staff are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.



Safeguarding

Children with special educational needs and disabilities can face additional safeguarding challenges. Governing bodies should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers. All members of staff would follow the school safeguarding policy should any safeguarding concerns arise. For those with specific vulnerability of SEND pupils in terms of Safeguarding e.g. for those pupils with complex communication difficulties (identified via individual education plan /pupil passport). A toolkit would be utilised when individual SEND children are behaving out of character - [Microsoft Word - DisDAT-15.doc \(wamhinpc.org.uk\)](#)

Supporting Parents and Families

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents

- We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- Parents are asked about their views in relation to their child's education and provision within the cycle of the policy to ensure we are fully aware of implications that could affect provision for pupils within school.
- We ask that parents understand their responsibilities to support school provision by supporting their child with homework, attending medical appointments and informing school where appropriate of the outcomes, attending reviews with school staff and other professionals about their child and celebrating their child's successes and remaining positive.
- Information about our provision for Special Educational Needs can be found at Longton School Local Offer: <http://www.longton.lancs.sch.uk/page/our-school-offer/5843>
- Details of Lancashire County Council Local offer can be found at www.lancashire.gov.uk/localoffer
- Our SEND Information report is available at: www.longton.lancs.sch.uk



Pupil Participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

We ensure that all information is passed on to new class teachers through our own internal transfer system and that all classes have copies in their register for supply teachers to make them aware of any children with special educational needs and the strategies the school uses to ensure their needs are met.

Pupils are supported in accessing external exams and assessments and have planned transition programmes when moving between key stages or schools.

Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets and for statement annual reviews. We recognise success here as we do in any other aspect of school life. We encourage children to have a voice and say how they are progressing in their learning.

Record Keeping

We record all the steps taken to meet pupil's special educational needs. The SENCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Provision maps detailing the support they have been given and the impact it has had.
- Personal Profiles
- The child's voice and own views of their needs
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports, Paediatrician Reports.

New staff members are made aware of schools' responsibilities through a comprehensive induction process and SENCO meets regularly with Local network meetings in order to keep up to date with local and national issues.



Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers in drawing up and updating Individual Education Plans for children which are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. The SENCO, Head Teacher and Assistant head and the Educational Psychologist hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

SENCO is Mrs Rebecca Catterall

SEN Governors are: Mr Graham Gooch

The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEND.

- Parent's views are sought through questionnaires, parent voice and the Parent's Forum.
- The progress of pupils with SEND is measured, e.g. year by year data analysis, including PIVATS data where applicable
- External support services are used if a need is identified.
- Pupils' views are sought on what helps them to learn effectively through pupil voice questionnaires, school council and individual discussions with teachers, the SENCO and governors.
- The school is constantly striving to improve its provision for SEN through performance management and the continuing professional development of all its' staff to meet the full range of SEN within the school.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

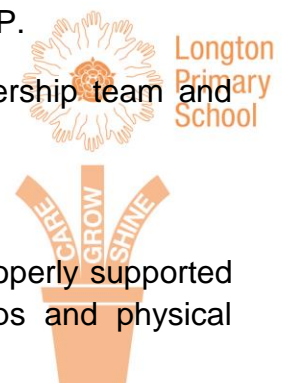
How Provision for special educational needs is funded

All pupils with SEND will have access to resources funded through the school's budget. For those with the most complex needs, additional funding (High needs block) may be available from the Local Authority via application for an EHCP.

It is the responsibility of the Head Teacher, SENCO, senior leadership team and governors to agree how the allocation of resources is used.

Supporting Pupils with Medical Conditions

School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical



education. Some pupils with medical conditions may be disabled and where this is the case, school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have a statement of needs or EHCP which brings together health and social care needs, as well as special educational provision.

Concerns regarding SEND provision

Initial concerns may be reported to class teacher or SENCO

If the concern is not resolved, an outline of the concern should be made to the Head teacher

If the action taken by the Head teacher doesn't resolve the concern, the complaint should be taken to the Governing Body.

If unable to be resolved, the complaint should be made to the Local Authority.

Please also refer to the school's complaints policy.

This policy will be reviewed in line with the policy cycle.

Signed: R Catterall SENDco

Signed: Graham Gooch – SEND Governor



Appendix 1

LONGTON PRIMARY SPECIAL EDUCATIONAL NEEDS CRITERIA AT AN INITIAL GENERAL GLANCE

Identification of Special Educational Needs is never a substitute for quality first teaching

Quality First Teaching

The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- well-resourced and carefully planned provision which provides a rich learning environment
- high demands of pupil involvement and engagement with their learning
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- clear objectives that are shared with the children
- lively, interactive teaching and learning, based on real life, practical experiences
- carefully structured learning activities which enable all children to participate fully
- children being supported with their learning, in groups, pairs and sometimes individually
- children being helped to take responsibility for their own learning, when appropriate - children being encouraged to know their own targets and how to achieve them
- regular use of encouragement and authentic praise to engage and motivate pupils.

Monitoring on a whole school Provision map if progress:

- 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

SEND Support if:

- WRIT test score of below 85%.
- WRAT test score of 5% or below.
- Significant difference between WRIT and WRAT.
- External diagnosis.
- significantly below national expectations for year.
- Intervention has not enabled successful progress.



- Evident imbalance of maths and literacy – SpLD
- Level 1 at the end of KS1
- Emotional and Social – undertake Boxall Profile to show underdeveloped social skills e.g. not fitting in, sharing, socialising.
- Strengths/difficulties questionnaires – emotional and social.
- Log all incidents frequency three times a week.

Specialist support if:

- Intervention has not impacted on progress.
- Clear IEP's reviewed and progress not made.
- Diary of support and response highlighting level of support and limited impact.

Progression to EHCP if:

- EP assess long term needs
- Diagnosis e.g. Autism
- Needs unable to be met without significant outside support



Appendix 2

SEN Guidelines for Curriculum Subjects

All children are entitled to a balanced and broadly based curriculum including the Early Years Foundation Stage Curriculum and National Curriculum. Where pupils have special educational needs and/or disabilities, a graduated response will be adopted to minimise as much as possible cognitive overload. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support. It is desirable to work with children with SEND in the classroom and to enable them to access the full curriculum at their level through differentiation and by supporting their learning alongside the class teacher and with the rest of the class. Sometimes children benefit from a period of time of individual attention/small group attention, external to the classroom, to address specific skills to enable them to access the curriculum more fully. We call this tutortime. Children are then withdrawn, within the classroom, and given 1:1 or small group support in a quiet atmosphere, with minimal distractions from others around them wherever possible. All children are encouraged to talk about/show how they feel about their learning and their progress and are encouraged to feel able to 'have a go' to take charge of their own learning and recognise the positive steps they are making. Their peers are encouraged to be supportive to SEN/all children by encouraging and helping each other to tackle tasks and to join in with the praise and encouragement given by the staff which is fundamental to this process.

The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes through Provision Mapping. There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Children on the SEND register or Cause for Concern all experience high quality whole class teaching that is adjusted to ensure all children have maximised learning opportunities within a full curriculum and remain within the class. This could be done by questioning, explaining, modelling in more than one style, attention hooks, prompts, props, signposts, making connections, developing schemata's, recapping, progressive steps starting from the understood and moving when ready for more, break tasks down in to small tasks only introducing the next when one done, brain breaks, opportunity to move, box systems, starter cards, video clips, recordings of steps to take and or instructions so can be hear frequently, scribe, reader, method of recording, manipulatives, assistances, time to think, pre teach tasks etc. In whole class teaching there are regular planned opportunities for revisiting and consolidating learning ensuring children know more an remember more.

SEND/Cause for concern also receive weekly Tutortime. This is tailored support for individual children. Please see our Tutortime support policy and catalogue of support programmes for more information



Teachers never assume they understand a child's thinking. Children are always given opportunities to talk through their thinking which in turn enables the adult to support in the most effective way and strengthen learning.

English/Communication & Language/Literacy

Each classroom has a book area stocked with age appropriate reading materials for children to enjoy with an adult, with a peer or independently.

As a school we employ a 'book ambassador' Mrs Doherty who works each afternoon to assist KS2 children in selecting new home readers and developing a love of reading. All children in school are members of the local library. Each class visits the library at least three times a year.

The reading scheme at Longton Primary School consists of a variety of series of reading books for use across the school, including high interest, low reading age texts from PM Nelson, Download and Barrington Stoke, which are accessible for children with SEND as they are carefully graded and have a predictable pattern. The school's reading scheme contains a range of books from a number of published scheme including Big Cat Phonics, Oxford Reading Tree as well as a range of picture and chapter books by popular children's authors.

At Longton Primary School, the school's Library also caters from EYFS to higher ability Year 6 readers and, as such, topic books can be accessed for different ability levels for a range of curriculum topics across the school.

In KS2, we use a wide variety of methods to aid literacy acquisition

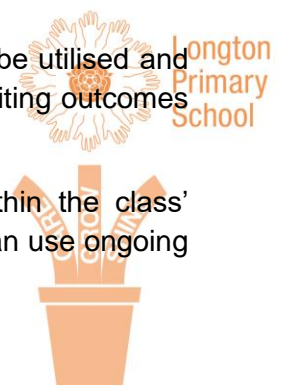
Precision Teaching is an individual intervention used to target reading and spelling development for identified pupils across KS1 and KS2.

We use handwriting programmes, fine and gross motor skills programme, tactile letters (a multi-sensory approach), therapeutic putty, gel balls and pencil grips to improve fine motor skills.

We also have a number of chrome books available throughout the school. Class teachers can use their discretion to determine how frequently these may be used by children with high-level motor skills difficulties or specific literacy difficulties to produce written work. Typing programmes such as typing club are used to allow children to develop the speed and accuracy of their typing skills.

We also have the 'Clicker' software available on all chromebooks. This can be utilised and accessed by all pupils and all abilities. It has a strong focus on improving writing outcomes and enabling all children to experience success.

Individual needs are often addressed through specific targets detailed within the class' provision map and learning tasks are prepared in line with these. Teachers can use ongoing



assessment and termly tracking data to identify appropriate learning next steps for children who are working below age related expectations.

Mathematics

All of the teaching team are training in a mastery approach with concrete, pictorial and abstract method at the heart of quality first teaching. A range of practical apparatus is available to support the teaching of mathematics across the school, which children with SEND benefit from increased access to when solving problems within the independent part of a lesson/activity.

Bead strings, double sided counters, Dienes apparatus and Numicon apparatus are available and all of the teaching team who have received training in the use of manipulatives to support learning.

Language is adapted where necessary and large scale apparatus can be used if beneficial to the child's needs.

Tasks set are small and achievable to build a sense of success and increase self-esteem.

Individual needs are often addressed through specific targets detailed within the class' provision map and learning tasks are prepared in line with these. Teachers can use ongoing assessment and termly tracking data to identify appropriate learning next steps for children who are working below age related expectations.

Science/Understanding of the World

Children requiring extra support are identified by teachers' and appropriate teaching strategies are deployed. These might include adjustments to resources or adult support.

Teachers allow children to make oral contributions so that their level of understanding is apparent and make adjustments to the requirements for the recording of learning – where pictures are used to record children's understanding, these should be annotated by the teaching team where necessary.

ICT/Computing/Technology

Across school, there is a wide variety of hardware, software and additional technologies such as iPads, chrome books, digital cameras, talking tubs and reading pens which can be utilised across a range of subject areas to facilitate access to the curriculum for children with SEND by enabling those with poor literacy or fine motor skills to achieve in areas such as writing and drawing.

Use of such technologies also increases children's independence by providing immediate feedback on their decisions/actions and enables them to collaborate with more able children to provide support when learning new skills.

A range of apps and software is available and offers the opportunity for pupils to use publishing, animation and other software to create stories, newspaper articles, diaries etc on-screen. There is also a variety of Talking Stories for different reading levels.

Chromebooks and iPads are used to provide additional access to ICT.

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RE

Teachers take account of individual needs through task adjustments and outcome expectation, by giving assistance to those needing help and by ensuring a wide range of experiences are available to all pupils. Language is adapted where needed, with visual prompts provided, and children are allowed to express thoughts, feelings and ideas through pictures and discussion with peers and adults.

Design & Technology

Teachers will make sure that all work is challenging yet achievable for all pupils. Tasks will be structured according to ability and needs in order to achieve this success. Teachers' expectations will be appropriate for all the children and their individual success will be recognised and rewarded. Pupils who, because of a disability, are unable to partake in an activity will be given an alternative/adjusted task that clearly matches the learning objective of the lesson.

Art

Art is a means of communication not bound by written or spoken language thus enabling pupils with SEND of all kinds to develop a capacity for self-expression. Art can help to develop positive attitudes in pupils, not only of themselves but also towards other people. Art and craft based activities are also used by our SEND specialist Team to engage and motivate children, particularly those with social, emotional and mental health difficulties or those exhibiting challenging behaviour, to encourage them to express and overcome personal difficulties.

History & Geography

Activities are planned to enable children of all abilities to participate fully and to respond to the learning in a way which is appropriate to their special educational needs. Activities within the classroom and further afield are planned in such a way as to encourage full and active participation by all children irrespective of ability. The provision for children with learning difficulties will be detailed within lesson planning. Teachers will take account of individual needs and make reasonable adjustments where necessary, by giving assistance to those needing help and by ensuring a wide range of experiences are available to all pupils. Language is adapted where needed, with visual prompts provided, and children are allowed to express thoughts, feelings and ideas through pictures and discussion with peers and adults.

Music

All children are actively included in Music lessons. Special arrangements such as adapting instruments would be made if applicable. Music is good for self-expression as well as listening skills. Children with a sensory need and overload are supported with resources to access lessons.

PE/Physical Development

Children with SEND should have full access to all aspects of PE as outlined within the Early Years Foundation Stage Curriculum and National Curriculum. The subject leader should be

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consulted with reference to this to determine specific individual needs where necessary. Physical difficulties, sensory difficulties, challenging behaviour or learning difficulties will need to be taken into account. The activity, the task and the equipment can be modified to help children with SEND. Good role models can be used to demonstrate moves and instructions can be repeated with extra clarity.

PSHE/PSED including LPS+ Character curriculum

The opportunity to verbally express ideas, opinions and feelings in a safe environment allows some children with SEND to participate more easily in this subject, as written recording is not always required. However, it should be noted that for children whose SEND impacts negatively on their self-esteem and self-confidence, these children will need adult encouragement to participate in Circle Time, role-play and drama activities. It may be necessary to allow children with SEND to work with a peer or an adult who can feedback their ideas for them, if they are happy for them to do so. PSHE/PSED sessions also provide opportunities for SEND issues to be discussed and the peer group's understanding extended in a non-threatening way

French

The teacher makes adjustments within the lesson for children with learning difficulties, this may be through the use of audio or visual clues to aid understanding. The teacher sometimes provides additional assistance during the independent activity to those with SEND. Units of learning are planned to ensure a wide range of experiences are available to all pupils. Much of the delivery of the language is delivered orally, through games and songs. New vocabulary is supported with visual cues, which children with SEND can then also use in their independent task.

SEND Contacts at Longton Primary School

01772 612495

bursar@longton.lancs.sch.uk

Head Teacher: Mrs Julie Brown

SENDCO : Mrs Rebecca Catterall

Designated Safeguarding Officer : Mrs Julie Brown/ Mr Iain Pearson/Mrs Sandra Fletcher

Designated teachers for Looked after pupils: Mrs Julie Brown

Designated teacher for pupil premium reporting: Mrs Julie Brown and Mrs J Woolley

Senco Assistant: Mrs Regan

Relax Kids and Forest School Coordinator: Mrs S Jackson

Tutortime mentor: Mrs H Lawrenson

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Appendix 3

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that :

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.

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- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.



Appendix 4

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents: sports, games, skilled, dexterity
- Visual/performing abilities: dance, movement, drama
- Mechanical ingenuity: construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership: organiser, outstanding team leader, sound judgements
- Social awareness: sensitivity, empathy,
- Creativity: artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:



- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.



Appendix 5

SEND

GLOSSARY

Additional school needs (ASN), Additional family needs (AFN), High level needs (HLN)

These define the source of funding for children dependant on the severity of the child's impairment and are allocated through a bid process.

CAF- Common Assessment Framework

This is a framework that draws together all the information there is surrounding a child from lots of different services in order to fully understand their needs

Learning Difficulty

Significantly greater difficulty in learning than other children of the same age, or disability which hinders use of general educational facilities.

Mainstream School

School that caters for all pupils, including those with SEN.

Maintained School

School maintained by the LA.

Preferred school

School chosen by parents where the LA must consider placing your child.

Proposed Statement

The draft form of the statement, made available for comments and preferred school.

School Action/Action Plus (SA/SA+)

Special educational provision for children of school age. The two levels to the register no longer exist from Sept 2014 but this was the previous term used for 2 levels within the SEN register

Special Educational Needs and Disabilities (SEND)

A child has SEN if s/he has learning difficulties that require special educational provision.

Special Educational Provision

Additional or different education for children with SEN.

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SENCO

A member of staff at school who has responsibility for coordinating special educational provision.

Special School

School that caters for children with specific needs that cannot be met by mainstream provision.

Statement of Special Educational Needs

The term used for the process followed before April 2014 when EHC plans were introduced. It was a document which sets out all of a child's SEN and how and where special provision will be made.

