



Special Educational Needs & Disability

Policy updated by:	M Richards
Reviewed by staff:	March 2021
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Agreed by Headteacher:	N Anderson
Ratified by Management Committee:	23/3/21



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Introduction

Leicester City Primary PRU is a small pupil referral unit. We work with children who have been permanently excluded from their own school, or at risk of that happening. The children are aged 5-11 years old.

We uphold the ideal of inclusion in its broadest sense and seek to involve all stakeholders in achieving this. All our staff are caring, supportive and adopt nurturing principles in order to provide excellent education and care to all our children, including those with SEND.

Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. We aim to provide a calm and stimulating environment where good behaviour and mutual respect is modelled, and where everyone is valued. We provide a broad and balanced education with the talents of each child recognised and celebrated, therefore enabling all of our children to grow in confidence, develop a sense of responsibility and achieve their personal goals.

Every child is an individual.

The Primary PRU SENCo is Mairead Richards.

Mairead is a member of the PRU Leadership Team and can be contacted through the school office. (0116 208 1470)

The Headteacher is Nicola Anderson.

The SEND Governor is Sophie Maltby.

The Safeguarding Governor is Richard Jaramba.

Our Legal Responsibilities

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (January 2015)** DfE/DoH which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

- 1. Children and Families Act (2014)**
- 2. Equality Act 2010:** The Primary PRU has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and



services for them, and the Primary PRU must have an 'anticipatory duty' towards disability.

3. **Equality Act 2010 Advice for Schools (DfE February 2013):** Non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.
4. **Working Together to Safeguard Children (2013):** Statutory guidance from the DfE which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
5. **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission
6. **Supporting pupils at school with medical conditions (2014):** Statutory guidance from the DfE.
7. **The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005).**

This policy has been written in light of our Child Protection and Safeguarding Policy and has links to our policies on Behaviour, Anti-Bullying, Supporting Pupils with Medical Conditions, Equality, Diversity and Cohesion and the Accessibility Plan in particular. It was written in consultation with the Management Committee, Headteacher and current school staff.

The information in this policy will be updated regularly and any changes occurring during the year will be updated as soon as possible. Under normal circumstances it will be formally reviewed every year as part of the Leicester City Primary PRU's policy review cycle.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: '*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others the same age: or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.*

And

- *a pupil has SEN where their learning difficulty or disability calls for special educational provision; namely provision different from or additional to that normally available to pupils of the same age.*



'A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'.

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '*... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities*'.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).

Policy Principles

In line with the Code of Practice (2015) and the Children and Families Act (2014), Leicester City Primary PRU is committed to the following key principles:

- All pupils with SEND must have their needs routinely met
- Raising the achievement of pupils with SEND is a whole school responsibility
- Early identification and early intervention are essential for ensuring better outcomes for pupils
- All pupils are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil needs
- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money
- Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.



As a team we aim to stimulate re-engagement, participation, interest and achievement by providing bespoke educational intervention programmes, pupil centred planning and solution focused support - ultimately leading to successful educational integration.

Our objectives are:

- To identify, at the earliest opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have additional SEND to that already identified before arrival.
- To work within the guidance provided in the SEND Code of Practice 2015
- To adopt a 'whole school, every child' approach to the management and provision of support for SEND.
- To provide support, up to date training, and advice to all staff working with SEND pupils.
- To work with the Management Committee to enable them to fulfil their statutory monitoring role with regard to the policy statement for SEND.
- To work in partnership with parents/carers.
- To work in partnership with external support agencies to ensure the best support for all pupils.
- To value and encourage the contribution of all pupils to the life of the school.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.

Roles and Responsibilities

Headteacher

The Headteacher is responsible for:

- monitoring and evaluating the progress of all pupils
- making strategic decisions which will maximise their opportunity to learn
- line management of the SENCo
- whole school Safeguarding (Designated Safeguarding Lead).

The Headteacher and the Management Committee will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCo). The Headteacher line manages the SENCo.

The Headteacher will be kept informed of the progress of all learners and any issues with regard to the school's provision. This will take place through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners



- regular meetings with the SENCo
- discussions and consultations with pupils and parents/carers
- oversight of budget and deployment of resources.

Deputy Headteacher

The Deputy Headteacher is responsible for:

- monitoring the quality of Teaching and Learning
- line management of the SEND teaching assistants
- Deputy Designated Safeguarding Lead
- management of pupil premium funding.
- pupil progress meetings

Special Educational Needs Coordinator (SENCo)

In line with the SEN Code of Practice 2015, the SENCo will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map
- identifying on this provision map a staged list of pupils with special educational needs - and those with statements of Special Educational Need or Education, Health and Care plans (EHC)
- co-ordinating provision for children with Special Educational Needs
- contributing to the in-service training of staff where necessary
- implementing a programme of Annual Review for all pupils with a current statement of special educational need or EHCPs. Complying with requests from an Education Health Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support), that a pupil may have a special educational need which will require significant support. This should be done alongside the child's previous mainstream setting where possible and other professionals
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- liaising and consulting sensitively with parents and families of pupils, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers and outside agencies
- attending area SENCo briefing meetings and training as appropriate
- liaising with the Primary PRU's SEN Governor and Headteacher, keeping her informed of current issues regarding provision for vulnerable learners, including those with special educational needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners
- ensuring the Primary PRU is meeting the medical needs of its pupils.



Class Teachers

All teachers at Leicester City Primary PRU are 'teachers of SEND' and will:

- have a detailed knowledge of pupils with SEND and record this information in a 'one page profile' and pupil documents as appropriate
- devise strategies and identify appropriate differentiated methods accessing the curriculum in liaison with the SENCo
- adopt and 'assess, plan, do, review' model for all SEND pupils
- be responsible for the progress and development of pupils in their class, monitoring this against agreed objectives
- raise individual concerns with the SENCo - identifying those pupils who are underachieving and may need additional support and/or targeted intervention
- contribute to pupil reviews.

Securing good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities, including differentiated work for any EAL pupils which reduce linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to work on individual targets specifically pertaining to their identified needs.

Teaching assistants, Behaviour Mentors and other support staff are an integral part of the school, and the support system for the pupils. They work alongside teachers to deliver these actions.

SEND Governance

To meet the statutory requirements of the Code of Practice (2015)

- There must be a member of the Management Committee or a sub-committee with specific oversight of the school's arrangements for SEN and disability
- The SEND governor is **Sophie Maltby**. The SEND governor meets with the SENCo regularly.
- The Governing Body must publish information on our website about our provision for pupils with SEND. The information is updated annually and any changes to the information occurring during the year should be updated as soon as possible.
- The Governing Body ensures SEND objectives are met through oversight of appraisal processes, budget management and resource deployment.



Storing and Managing Information

Leicester City Primary PRU stores and manages all of its data in accordance with the GDPR guidance (2018). This should be read in conjunction with the Primary PRU's Data Protection Policy and Privacy Notice.

SEN Support: assess, plan, do, review

In line with the Code of Practice methodology of **Assess, Plan, Do, Review** children with SEN are identified as early as possible. Class teachers are continually aware of children's learning and the progress of every child is monitored termly. Where a child is identified (assessed) as not making progress, despite quality first differentiated teaching, he/she is raised as an initial concern at pupil progress meetings. These concerns are shared with parents and an immediate plan of action is agreed.

Less than expected progress can be characterised by progress which:

- is significantly slower than their peers 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.

There are four distinct categories of SEN need as identified within the Code of Practice 2015:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Physical and sensory

Regular review meetings will be held for all pupils that attend the Leicester City Primary PRU with a member of the Senior Leadership team and/or the SENCo. These will include parents/guardians, the child's previous mainstream school and any other professionals involved where possible. These review meetings should be held every 6 weeks where possible and will be in the form of a Pastoral Support Plan (PSP). Phone calls from the class teacher will be made weekly to keep parents/guardians informed of small steps of progress as part of the 'assess, plan, do, review' cycle.

At every stage of the SEN process it is our policy to work in partnership with our parents/guardians and their child to secure the best possible outcomes: together we achieve more.

Wherever possible pupils will remain with their Class Teacher as this is where they learn best, with the rest of their class in the classroom. High quality teaching,



differentiated for individual pupil, is the first step in responding to pupils who may or may not have SEN.

However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. Class teachers identify areas of specific need, in discussion with the SENCo. Progress data and information gathered through observation are all considered. The teacher retains responsibility for evidencing progress relating to pupil outcomes.

The SENCo leads on delivery of interventions relating to specific learning needs. When additional support is allocated, whether it is delivered by a teacher, specialist teacher, behaviour mentor or teaching assistant the focus of all intervention will be on outcomes. Our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult.

Pupils with a higher level of need may be referred to external agencies and professionals for specialised assessment. Recommendations from these are adopted by the Primary PRU and incorporated into individuals' Personal Learning or Handling Plans. Many of the pupils attending the Primary PRU require Education, Health and Care plans. More detail is provided in the SEND Information report.

Leicester City Primary PRU regularly monitor and evaluate the quality of teaching for all pupils. Teaching staff are supported through a programme of professional development to improve, and enhance, teachers understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.

Identifying SEND and Managing Pupils Needs on the SEN Register

All pupils at the Primary PRU have identified special educational needs, and as a consequence all pupils are included in the SEN register.

We gather information from:

- The pupil's mainstream school;
- EYFS, KS1 and KS2 assessments;
- EHC plan documentation;
- Baseline assessments;
- Other assessments that may be appropriate after baseline screening;
- Issues raised by the pupil and their families upon referral and at review meetings;
- Outside agencies such as LCC Special Educational Services, Educational Psychology, Social Services, School nursing team, occupational and mental health therapists.



Where we have concerns about progress, we will seek advice from other agencies as appropriate.

All pupils on the SEN register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought as necessary.

Every pupil has individual targets relating to learning and other SEN needs. Targets set are SMART. Progress towards these targets is monitored daily, in discussion with the pupils and shared with parents regularly. Individual Personal Handling Plans (PHPs) and similar documentation are updated at least termly or every 12 weeks and are a key part of the pupil review meetings. Class teams review the plans alongside the SENCo.

Progress is rigorously tracked, and the data is used to identify underachievement and areas in need of support.

More information about support for children and young people with SEND, aged 0-25, can be found at <http://families.leicester.gov.uk/send-local-offer/>

Supporting Pupils with Medical Needs

Leicester City Primary PRU recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips, physical education and our alternative curriculum programme. Some children with medical conditions may be disabled and where this is the case, the Primary PRU will comply with its duties under the Equality Act 2010.

Some pupils with medical needs may also have SEN and may have a statement or an Education, Health and Care plan. If this is the case, the Primary PRU ensures the SEND Code of Practice (2015) is followed.

A medical condition can only be given by a medical practitioner. Where parents or school staff feel that a pupil may have an undiagnosed medical need, a referral can be made to Community Paediatricians by the child's GP. The SENCo can support with advice and guidance as appropriate.

This policy should be read in conjunction with the Primary PRU's Supporting Pupils with Medical Conditions policy.



Inclusion Statement

At the Leicester City Primary PRU we believe that every child should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training. **Special Educational Needs and Disability Code of Practice, 2015**

The majority of children enrolled at Leicester City Primary PRU have identified SEMH needs which have resulted in the request for a placement at the PRU. These needs have been identified by the mainstream school, and supported by the SEMH team. In addition, pupils may also have physical and/or mental health conditions and additional learning needs.

Leicester City Primary PRU is committed to creating an inclusive environment where diversity is celebrated and where bullying behaviour is not acceptable. This policy should be read alongside the Anti-Bullying policy.

Accessibility

This policy should be read alongside the Leicester City Primary PRU's Accessibility Plan.

Equal Opportunities

The Leicester City Primary PRU is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of the school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the PRU.



Complaints

The Leicester City Primary PRU works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupil's needs.

However, all complaints are taken seriously and will be heard through the Primary PRU's Complaints Procedure.

In most instances, complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENCo and/or the Headteacher.

If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Management Committee at the address below:

Robyn Cooper
Senior Officer - Governor Services
Governor Services Team - Raising Achievements Service

Tel - 0116 454 1916

www.leicester.gov.uk/governors