

ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL AND PRESCHOOL DEANE



2017 – 2018 SPECIAL EDUCATIONAL NEEDS POLICY

SEND Co-ordinators: Mrs C Allen

allenc@st-marys-deane.bolton.sch.uk

SEN Governor: Miss E Pilling

St Marys Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Inclusion Team and Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

1) AIMS:

- To raise the aspirations of and expectations for all pupils with SEN.
- To ensure all children are “safe, happy and learning”, giving them the experience of a caring, supportive school where learning is enjoyable.
- To help each child develop a positive self-image, promoting self-discipline, self-awareness and self-confidence.
- To adapt the curriculum to meet a diversity of interests and needs associated with differing abilities, gender and backgrounds, both cultural and socioeconomic.
- To give all pupils a curriculum entitlement that is broad, balanced and relevant.

2) OBJECTIVES:

- To identify and provide for all pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.

- To provide a SENCO who will work with the SEN inclusion policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.
- To enable all children to develop skills and abilities in a non-threatening environment, encouraging success and building self-esteem.

3) **ADMISSION ARRANGEMENTS AND FACILITIES TO ENABLE INCLUSION:**

- The school does not discriminate against the admission of pupils on the grounds of a special educational need, where their differing abilities can be catered for within a mainstream setting.
- Disability (the Code of Practice 2014 outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN). There is wheelchair access throughout the school and a disabled toilet in the main entrance for pupils with mobility needs.

4) **IDENTIFYING SPECIAL EDUCATIONAL NEEDS:**

The definition of **Special Educational Need** is set out in section 156 of the Education Act 1993.

Special Educational Need - a child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable (Code of Practice 2014, 6.12).

Broad Areas of Need

Communication and interaction – children with speech, language and communication needs who have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism are likely to have difficulties with social interaction, language and communication.

Cognition and learning – support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

Social, emotional and mental health difficulties – children may experience a range of social and emotional difficulties which may manifest themselves in many ways. These may include

becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

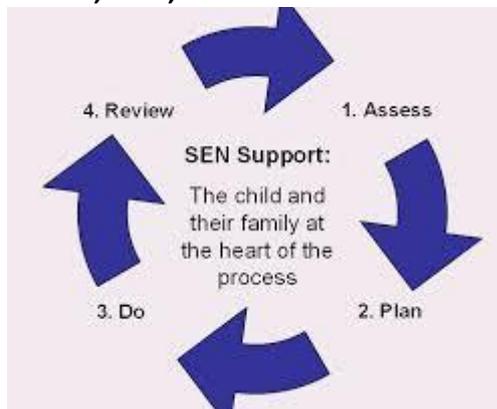
Sensory and/or physical needs – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability will also require additional ongoing support/equipment to access the opportunities available to their peers. A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught in school.

5) A GRADUATED APPROACH TO SEN SUPPORT:

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

In providing support that is additional to or different from the universal offer, the following 4 stage process will be used:

Assess, Plan, Do and Review



This involves:

Assess – A clear understanding of a child's needs is crucial to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. Following on from formative assessments (tests), teachers identify which pupils are not making progress to reach their individual targets. Further assessment is then carried out to establish a clear analysis of a pupil's need. These may include teacher assessments and experiences of the pupil in class, behaviour, attendance, pupil's own voice, the views and experiences of parents/ carers and the individual's development in comparison with their peers, observations by SENDco's or external agencies.

Plan – The first step in responding to a pupil’s identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place. Additional intervention and support cannot compensate for a lack of quality first teaching. Following assessments the teacher needs to identify what changes or adaptations to quality first teaching. Once the specific areas of need and gaps in learning and development have been identified, additional or different intervention targeted at these key areas can be planned and delivered. All interventions are added to the class provision map and progress of SEND children is reviewed during half termly pupil achievement meetings. Responsibility for planning lies with the class teacher.

Do – The class teacher is at the centre of the day to day responsibility for working with all pupils, including where interventions and targeted provision involves group work or one to one teaching away from the class. Teachers work closely with teaching assistants and specialist staff involved to plan and assess the impact of targeted interventions.

Review – At the end of any interventions or targeted provisions the outcomes are fully evaluated. This may be through comparing baseline data with data collected at the initial assessment point, reviewing pupils’ progress in relation to the targets set and/or reviewing other factors that may have affected progress. Evaluations include the overall effectiveness of the intervention, identify where more evidence is located and detail what the next steps need to be. Throughout school children with SEND have individual support plans (IEPs) which are reviewed half termly. Where pupils have a statement of SEN or an Education, Health and Care Plan (EHCP) the impact of any interventions and progress towards targets in the plan are formally reviewed through a person centred review on an annual basis by everyone involved with the child.

Termly Pupil Progress Meetings (PPMs)

Here quality first teaching, intervention, progress and attainment is discussed with the Senior Leadership Team, SENCO, Key Stage leader and members of the key stage team. Together at the PPMs meeting a decision is made as to place the child on the SEN register or to monitor the child for another half term where the SENCOs can review intervention currently being received. If a child is placed on the SEN register they will be given their own individual support plan (ISP) with SMART (specific, measurable, achievable, realistic and time bound) targets, for them to work towards during each half term. However some targets may run over a full term depending on the specific child. These targets are set with parents support, the class teacher and where necessary school SENCOs. This procedure is monitored half termly and reviewed at the next PPMs meeting.

Additional Support

If a child has been identified as having a special educational need, the intervention they have received will be reviewed. If progress is still an issue the SENCO will discuss the need of contacting other agencies. If this is thought to be appropriate parents and the child will be invited to discuss this and complete an Early Help Form. The agencies and professional services currently accessed by the school are:

Ladywood Outreach Advisory Service (Cate Marsden)

Educational Psychology Service
Spld literacy support (Ladywood Outreach – Dave Barrett)
Speech and Language Therapy
Occupational Therapy
Health visitors
School Nurse (Lyndsey Leatherbarrow)
Community Disability Services
Behaviour Support (Lorraine Perkins)
Pupil Referral Unit
Ladybridge High School

If additional support is necessary the SENCO monitors this and ensures regular involvement with parents and the child. Parents will also be directed to the Local Offer made by the local authority (viewed on the St Marys Deane website), to view information about provision they expect to be available across education, health and social care. Additional support agencies involved to remove a child's barrier to learning are listed on the provision map and records of this are kept in the SENCO's file. If after 2 terms of additional support and advice the school or parents are still concerned about a child's progress and attainment it may be necessary to apply to the local authority's high needs block for additional funding. This process can be found in the local authority High Needs Funding documentation file. An Early Help Form may also need completing at this point with parents to identify the current agency work. A formal assessment is then made to the local authority for a request for an Education and Health Care Plan. The SENCO collates information from other agencies and completes a full report including costing resources (human and physical), funding spent to date, interventions, other agency support and special equipment required.

If a child makes accelerated progress and it is decided at a PPMs meeting to remove them from the SEN register, the date will be recorded in the in the child's file and kept in the SENCO's filing system.

The SEN register - this is a list of names of all the children in the school identified as having a special educational need. It is kept by the SENCOs, copies are provided for class teachers and the Head teacher termly. It can also be viewed by staff electronically through the school SPTO tracking system.

6) TRAINING:

Staff receive regular updates on SEN reforms and practice through Professional Development Meetings and several in house training sessions are arranged each year to include speech, language and communication for all, interventions, 1:1 support for provision, phonics, self-harm and child protection. The SENCOs meets regularly with new members of staff to discuss the role and the whole school approach to providing high quality provision for children with a special educational need. Teaching assistants receive regular training on specific areas current to their role each academic year. SNAs are provided with regular CPD opportunities linked to the individual needs of the children that they are supporting.

7) ROLES AND RESPONSIBILITIES:

Governors

The Governing Body has a statutory duty towards pupils with SEN and follows the guidance as set out in section 1 (iv) of the Code of Practice 2014. They maintain an oversight of this policy, the schools approach to provision and progress of SEN children, establishing the appropriate staffing and funding arrangements.

The Governors with responsibility for SEN is Miss E Pilling. The SENCOs meets with the governors termly to discuss relevant SEN issues and to update the governors on recent government changes/reforms within SEN. The SENCOs also submit termly data to the governing body as well as an annual detailed report to governors at the end of the Summer term.

The Head teacher

The Head teacher has responsibility for the day to day management of provision for all children including children with SEN. She will keep the governing body informed and work closely with the SENCO. The Head teacher reports to governors on the number of pupils with SEN and the effectiveness of the school's system for identification, assessment, provision, monitoring and record keeping, use of involvement with parents, outside support services and agencies and resource allocation. The Head Teacher is also the designated Child Protection officer and responsible for pupil premium/looked after children funding.

The SEN Co-ordinator

The SENCOs have a fundamental role to play in providing for the SEN child's needs. It is her responsibility to ensure that the school's policy is put into practice, the agreed systematic process for the identification, assessment and provision for SEN is employed correctly and to monitor and evaluate the school's provision.

The SENCOs will also:

- Work within the guidance provided in the SEND Code of Practice 2014.
- Ensure the school's SEN Policy is monitored and reviewed annually.
- Co-ordinate the provision for children with SEN.
- Act as intermediary in the communication of information between parties involved with the child, Head teacher, parents, class teacher, teaching assistants and support services.
- Ensure evidence and information from education and health care is collated and stored appropriately.
- Ensure Early Help Forms are complete and that the school's SEN records are maintained.
- Support and liaise with class teachers and teaching assistants, sharing developments in order to inform reviews and forward planning.
- Liaise with parents and governors.
- Monitor that the aims and objectives of existing Statements/Education and Health Care Plans and ensure these are being met.
- Provide advice and guidance for members of staff and parents where required.
- Purchase or liaise with subject co-ordinators in purchasing adequate resources to cater for special needs children within school.
- Contribute to the in-service training of staff to develop understanding and

whole school approaches.

-Have involvement in the induction with new staff to inform them of School's SEN processes.

-Attend INSET to keep up to date on current issues.

-Monitor the quality and effectiveness of provision for pupils with SEN through classroom observation.

-Review the support/teaching assistant timetable regularly with the Head teacher in line with current pupil needs.

SEN Teaching Assistants

SEN Teaching Assistants may be either employed by school or the LA and have a crucial role to play in SEN provision within school. They deliver programs of work to children who require additional support. The children may be taught within the class setting or withdrawn for certain activities. Class teachers involve SEN Teaching Assistants in the planning process. SEN Teaching Assistants are informed of learning objectives for each activity, the needs of individual children, and their targets as identified through assertive mentoring.

It is the responsibility of the SEN Teaching Assistants to provide feedback to the class teacher on the progress of individual children.

Class Teachers

A whole school approach is fundamental to the schools policy for children with SEN. All staff work together to develop and review the provision for pupils with SEN. The SENCOs are available to provide support for staff on identifying, assessing and providing appropriate provision to meet a child's needs.

Partnership with Parents

A child's parents have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home. Early identification of SEND through PPMS meetings, liaison with the SENCOs and recognition of the importance of the parental role ensures the school involves parents in partnership. It is important that parents and school work together to ensure that all children reach their full potential. The nature of the child's needs is discussed sensitively with parents and they are given the opportunity to provide any background information regarding external influences which may be affecting their child. A child's strengths will always be discussed as well as their difficulties. Parents are asked to contribute to the child's learning/behaviour targets at home.

8) STORAGE AND MANAGING INFORMATION

Information collected about a child's SEND will be treated as confidential and stored by the SENCOs. Information will only be communicated to appropriate persons with the knowledge and agreement of the child's parents, the Head teacher or the SENCO once an Early Help Form is completed.

Confidential information regarding a child's SEND is kept in the SENCOs' file in the locked storeroom. The file and confidential information from it should not be removed without permission. If information on a child is required from the file, the information on that child only should be removed and returned promptly. The file contains past and current

reports/documents for individual children as well as current targets that the children are working towards. The class teacher should keep all SEN targets and parents will be given copies of these half termly.

9) COMPLAINTS

The School follows Bolton's LA procedure for dealing with complaints.

If parents of a child with SEN have a complaint they should arrange a meeting with the SENCO who will aim to resolve the issue, if necessary involving the Head teacher. More complex issues maybe referred to the Parent Partnership service. If still dissatisfied, parents would have the right to address the school's SEN Governor for consideration of their case by the Governing Body.

Note

This SEN policy should be read in conjunction with the Inclusion statement of practice, PSHE and Citizenship statement of practice, Child Protection policy and EAL/ International New Arrivals statement of practice.

Signed:

Cassandra Allen

SENCO

Diane Jeffries

Head teacher

Date:

Review: *September 2018*