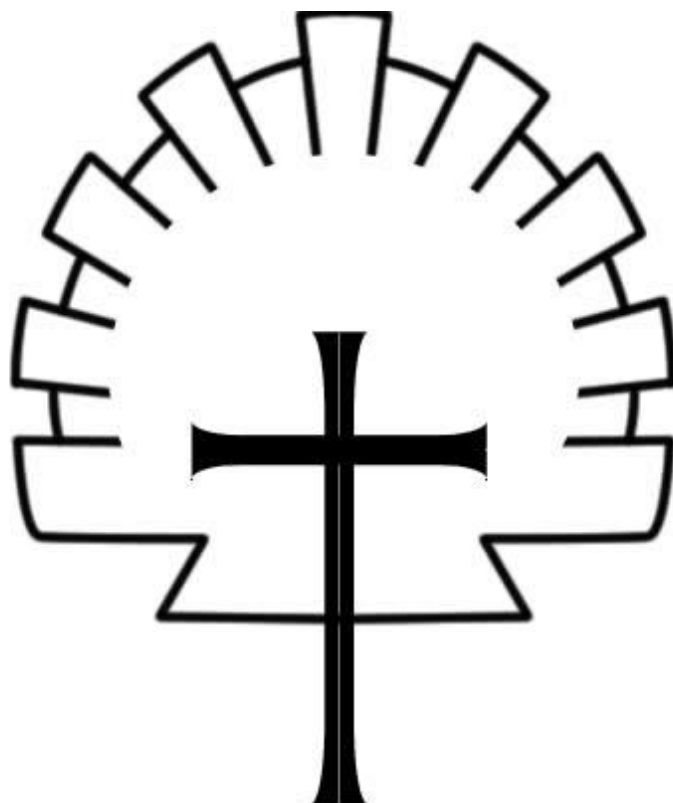


St James' C. of E. School

**SEND (Special Educational Needs and Disability) Policy**



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## 1. Introduction

At St James' C of E Primary School we believe in the concept of the learning community and lifelong learning. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to become independent learners, with the ability to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help children to continue to develop and explore their potential.

We are committed to meeting the special educational needs of pupils and ensuring that they make good progress:

## 2. Information about SEN provision.

### Definitions:

We have regard to the definition of SEN and SEND stated in Section 312 of the Education Act 1996:

'Children have SEN if they have a *learning difficulty* which calls for *special educational provision* to be made for them.'

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA (Local Authority).
- c) is under compulsory school age, and falls within the definition at a) or b) above or would do so special educational provision was not made for the child.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

*Special educational provision* means:

- *educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools, other than special schools, in their area*
- *for a child under two, educational provision of any kind*

The definitions of disability are from the children's Act 1989 and the Equality Act 2010

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

### Objectives:

In order to ensure that children with special educational needs achieve their full potential we will:

- Ensure the SEN and Disability Act and the SEND Code of Practice: 0 – 25 Years, and relevant guidance are implemented effectively across the school
- Ensure equality of opportunity for, and eliminate prejudice and discrimination against, children with special educational needs and disabilities

- Ensure good working relationships with parents, carers and the community
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and disabilities and promotes high standards of attainment and achievement
- Ensure that the learning needs of pupils with special educational needs and disabilities are identified and assessed as early as possible, and their progress is closely monitored
- Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of pupils with special educational needs

**Management of SEN within the school:**

- The progress of all children, including those with SEN, will be monitored regularly and involve the parents/carers and children working in partnership with the school
- Early identification, assessment and intervention are recognised as the key to meeting the needs of the individual children
- Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child
- We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school
- When transition occurs records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support
- All teachers take account of inclusion:
  - Setting suitable learning challenges
  - Responding to pupils' diverse learning needs
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We link with other schools, special schools, health and social service departments, and the LA. We work on a regular basis with the following:
  - Educational Psychologist
  - School Nurse
  - Speech and Language therapist
  - CAMHS
  - Community Paediatrician
- Physiotherapists
- Specialist Services
  - Outreach provision from specialist settings

### **Co-ordination of SEN Provision:**

All staff are responsible for children with SEN and in our school SEN is co-ordinated by the SENCO (Special Educational Needs Co-ordinator) and the SLT (senior leadership team)

The SENCO is **Lesley Gore**, who is responsible for:

- overseeing the day-to-day operation of the SEN policy
- co-ordinating provision for children with SEN
- ensuring there is liaison with parents, Governors and other professionals in respect of children with SEN
- advising and supporting other practitioners in the school
- contributing to the CPD of the staff
- ensuring that appropriate IEPs are in place, that relevant background information about children with SEN is collected, recorded and updated
- liaising with external agencies including the LA's educational psychology services, health and social services, and voluntary bodies
- ensuring that all appropriate records are available when needed
- monitor that the terms and objectives of Statements of Special Educational Needs / Education Health care plans are being met
- purchase, or liaise with subject co-ordinators in purchasing, adequate resources to cater for special educational needs within school
- be involved in the induction of new staff to inform them of School's SEN processes

The Headteacher is **Gavin Shortall**, who is responsible for:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

The SLT includes **Gavin Shortall, Jo Westhead, Sarah Dodds and Jo Mason** who are responsible for:

- deployment of funding, equipment and personnel resources

- monitoring the effectiveness of provision for SEN pupils
- monitoring classroom practice/analysing pupil tracking data and test results/identifying value added data for pupils with SEN
- monitoring the quality and effectiveness of CPD for all staff
- ensure the school's SEN Policy is monitored and reviewed

### **The role of the governing body:**

The governor with responsibility for SEN is **Rev Paula Robinson**. The governing body should:

- Have regard to the SEND Code of Practice: 0 – 25 when carrying out its duties to pupils with SEN
- Ensuring that provision of a high standard is made for SEN pupils
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
- Ensuring that SEN pupils are fully involved in school activities
- Report to parents on the implementation of the school's policy for pupils with SEN, including the allocation of resources from the school's devolved/delegated budget
- Ensure that parents are notified of the decision of any extra provision being made for their child
- Monitor and develop the policy, ensuring the SLT provide regular reports on SEN provision, deployment of funding, equipment and personnel resources

### **Admissions:**

- Pupils with Special Educational Needs and Disabilities will be admitted to St James in line with the school's admission policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements
- The school will use parental home visits, induction meetings, information from previous settings and baseline assessments for Nursery and Reception pupils to ascertain whether a child has been identified as having special educational needs
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs
- Pupils with statements/Educational Health Care Plans are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility
- The school does not specialise in provision of any type of special educational need

## Access for the disabled

School has an Accessibility Plan and Equality Policy to ensure access for pupils or parents with disabilities. Copies of these can be obtained from the office.

### 3. Identification, entitlement and inclusion

#### Identification:

Categories of Special Educational Need

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction (speech and language difficulties or autistic spectrum disorders)
- Cognition and Learning (general or specific).
- Social, emotional and mental health difficulties.
- Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties).

The SEND Code of Practice: 0 – 25 Years makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision

We are committed to the early identification and intervention of children who may have SEN. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.

The graduated response, adopted in the school, recognises that there is a continuum of needs:

- Teacher's Concerns (Monitoring)** - Teachers will use their own professional judgement to make informed decisions about children they consider to be performing at a level significantly below that of their peers, including information about attainments gained from Assessment. The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, Teachers, working with the SENCO, should refer to the Manchester Matching Provision to Need Tool to substantiate their concerns or provide evidence. Having carefully considered all their judgements, and discussed their concerns with the SENCO, they should note their concerns in the appropriate section in their file, completing a Record of Concern sheet as necessary
- SEN Support Level 1** - If a teacher identifies a child who may have SEN it may be necessary to put effective special educational provision in. This provision will be identified through the assessments carried out during the Monitoring period. The provision will be outlined in an Individual Education Plan (IEP). This sets out any arrangements that are additional to and

different from the usual curriculum. The teacher liaises with the SENCO and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each term, or as appropriate. Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

- c. **SEN Support Level 2** - If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the SENCO and parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. A new IEP will be drawn up in consultation with the parents/carers.

The IEP is continually under review to ensure that the targets set provide success for the child and progress is made. The parents/carers and children are always involved.

- d. **SEN Support Level 3 – Statement/Education, Health and Care Plan** - In very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LA guidance to help make any such decisions.

A 'Statement of Special Educational Need' will now be named an 'Education, Healthcare Plan' (EHC Plan.) This will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan.

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the plan
- Established through parental/pupil consultation
- Set out in an IEP (Individual Education Plan, catering for the specific needs outlined in the EHC Plan.)
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

#### Reviews of Education Healthcare Plans

EHC Plans must be reviewed annually. The SENCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher(s)
- The Headteacher



- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the SENCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school, and the SENCO of the Secondary school will be invited to attend. Transfer arrangements will be discussed at the end of Y5. This would enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

The SENCO will write a report of the annual review meeting and send it with any supporting documentation, to the LA within two weeks of the review meeting. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN/EHC Plan.

#### **Curriculum entitlement:**

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Their progress is continually monitored using a range of assessments, which may include: observations; baseline assessments; assessments against the National Curriculum; standardised tests. All information gained is used to support planning in order to aid progress.

#### **Inclusion:**

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

#### **4. Resources**

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities

- The SENCO and SLT will use a child's statement/EHC plan to identify the areas of pupil need and make appropriate provision
- The governors will ensure that support staff are employed to support pupils and other staff.

## **5. Evaluation and review**

The success of the Special Educational Needs and Disability policy can be measured through the following criteria:

- Having an effective system for identifying and assessing pupils
- Scrutiny of planning, children's work and SEN files
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- Lesson and group observations and pupil interviews
- Keeping accurate records of all pupils on the Special Educational Needs register
- Value-added data for pupils on the SEN Register
- Appropriate movement of children through the graduated approach, both up and down the levels
- Children reaching agreed targets on their IEPs
- Creating a school atmosphere in which pupils' individual differences are recognised and valued
- Parents working closely with the child and teacher

The SLT will report to the Governing Body on the effectiveness and success of the SEN policy and if any amendments need to be made.

## **6. Professional development for staff**

- We have a plan for all staff and the SENCO to be involved with further training in line with the priorities identified in the School Development Plan
- We have staff meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation
- The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development
- There is an induction procedure for NQTs and new staff into the school's policy and procedures for SEN

## **7. Partnerships**

### **Partnership with parents:**

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEN. We include all in social events, curriculum workshops and informal meetings.
- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.

### **Pupil participation:**

- The Code states “All children should be involved in making decisions right from the start” and “Practitioners should ensure that the child is involved in the development of the Individual Education Plan and in setting targets.”
- Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate, where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.

### **Transition:**

- Where children transfer from other Infant, Primary or Primary schools, records are received and the SENCO may make contact with the previous school's SENCO if further information is required.
- Visits are made into Nursery settings for children who have SEN needs and will be joining the Reception Class. Additional transition with support is planned.
- Children on the SEN register may require additional transition arrangements when moving from year group to year group. Meetings are held between parents, current class teachers and new teachers to share information and how best to ensure a smooth transition.
- All children experience a transition week in July and spend a week in their new classroom supported by their new teacher. Class teachers will highlight any children who may require additional transition and this is arranged.
- Additional meetings may be set up for parents of children with SEN to support them with transition.
- The SENCO and year six staff liaises with the SENCOs and staff of the Secondary schools to ensure smooth transfer for pupils to year seven. Action File information is forwarded to the Secondary schools in the Summer term of year six.
- If a pupil transfers to another school at any time, all relevant information is forwarded to the pupil's new school.

## **8. Procedures for concerns**

We endeavour to do our best for all children but if there are any concerns we encourage those involved to approach the class teacher in the first instance. If this does not resolve the concern the class teacher will then work with the SENCO, the Headteacher and the parents/carers. If the difficulty still cannot be resolved, the parents/carers should put their concerns in writing to the SEN Governor- Rev Hayley Matthews. The Chair of Governors will be involved when all other avenues to resolve the situation have been exhausted. The concerns will be managed according to the School's Complaint Policy, which is available, on request, from the school office.

**Date ratified by Governors:**

**Date of review:**

## 9. School-based Graduated Response to SEN

Action	Who is involved?	What is involved?	Next steps
Quality first teaching	The class teacher responsible for the pupils.	The teacher plans for the activities to be at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, an individual education plan is considered.
SEN Support Level 1	The teacher responsible for the child informs the SENCO of the concern and with advice obtained, writes an IEP in consultation with the parents/carers and the pupil.	The IEP is implemented. Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. IEP is reviewed regularly.	Most pupils should make progress with the additional help but if the targets and strategies implemented in the IEP mean that adequate progress is not made, advice is requested from outside agencies.
SEN Support Level 2	The SENCO requests advice from an external agency. A new IEP is devised from the additional guidance given and the teacher involved delivers the plan of action.	The IEP is implemented using the strategies and additional/different resources suggested. Support from home is considered. IEP is reviewed regularly.	The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for statutory assessment.