

St. Paul's C of E Primary School



SEN Policy

**Last Review – April 2019
Next Review Date – April 2021**

St. Paul's C. of E. Primary School

SEND POLICY

School Aim Statement

“Everyone working together to create a caring Christian learning environment which inspires children to celebrate their unique potential and become a responsible, considerate, involved and happy member of God’s world”.

Introduction

Every pupil with Special Educational Needs and Disability in this inclusive school has an entitlement to fulfil his/her potential. We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

This aim is embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out of hours learning activities; support for social, emotional and mental health in nurture group and Social (following the Social Use of Language Programme) groups; flexible timetables; assessment for learning which engages pupils in having a say about their progress and SEND provision; and partnership with parents/carers, other schools, the local community and health and social care providers through personalised Education, Health and Care plans (EHCs).

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 September 2014
- Schools SEN Information Report Regulations (2014)

Aims

Our aim is for all children to achieve their true potential. The school will do its best to endeavour to achieve this. In order to do this we will work to these aims:

- to create an environment that meets the special educational or disability needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development

- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs or disability
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Defining Special Educational Needs (SEND)

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision'. *SEND Code of Practice 2014*.

The legal definition does not include more able/gifted and talented children or children whose difficulties arise through their mother tongue being other than English. (See Gifted and Talented Policy).

Identification, Assessment and Provision

'All teachers are teachers of children with special educational needs', although provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDco, Inclusion manager and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDco and SEND manager will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different

from, that made generally for others of the same age in a mainstream setting. They will be placed on the Special Needs Register according to the needs of the child. Children who have difficulties who move from other schools will be identified from the previous school records.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school

The class teacher, after discussion with the SENDco, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDco, parents and young person. If there are further concerns the class teacher will then be asked to present all previous information to the SAFs (Student and Family Support) team. This team includes the SendCo, Inclusions Manager, Early Years Educator, Learning Mentor, Nurture Lead and Attendance Officer. The team will assess the needs of the child and make recommendations that may include support or assessment from outside agencies.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and 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 share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDco and SEND manager through the normal school channels.

A SEND record of Concern (Appendix A) and the class pro-forma (Appendix B) will be completed by the class teacher. Every child on the SEND register will have an Individual Education Plan (IEP) and it will be discussed in consultation with their parents. All pupils will be involved in this process. Further advice will be sought from outside agencies if deemed necessary.

The parents of all children on the SEND register, along with the child themselves will be involved in the decision-making process regarding placing their child on the register and placing the child at the appropriate stage of need. This will be done either at parent consultations, or by inviting the parents in to discuss it.

IEP reviews are held three times a year at the end of each term with the parents and the child.

Record Keeping

A register of all the children on the SEND register will be kept and updated by the SENDco and Inclusion Manager, adding newly identified children and removing children who no longer need support.

In addition to the normal records kept for all children in school, school referral sheets, correspondence with external agencies, parents etc are stored in a folder marked with the individual child's name. These are stored in the filing cabinets in the SEND room marked 'Individual pupil records'.

All records must be factual. They are available to parents / carers and may be used in case conferences etc. The child's SEND file is sent to the child's next school when they leave.

Individual Education Plans will be generated and kept on the EDUKEY electronic system.

Reviews of targets are recorded on the IEPs and stored in the child's individual SEND file and on EDUKEY. Additional review meeting notes, if necessary, will also be stored in the pupil's files and electronically.

Copies of IEPs and reviews, along with a parental agreement form will be discussed or sent to parents prior to any planned meetings. Copies are also sent to other agencies involved in supporting the children. Parents are asked to sign and return the agreement form stating if they agree or disagree with the targets sent and understand what they mean.

Provision Maps

Provision maps of Wave 3 interventions are kept for each class. Information on the provision maps include the child's name, extra support given, amount of time for intervention and name of person supporting child or group.

Wave 3 provision maps are updated each term. Individual copies are given to each class teacher.

Liaison

Special Educational Needs is a regular item for the Head Teacher's termly report to Governors. The report outlines the SEND profile of the school as well as the support for the pupils. **Individual pupils are not identified by name on the report.**

An elected Governor for SEND is nominated by the governing body, to take a particular interest in and closely monitor the school's work on behalf of the parents and children with SEND. Our current SEND Governor is Mrs Jodie Bassett.

It is the class teacher's responsibility to keep the SENDco and Inclusion Manager informed of progress or concerns at regular intervals

It is the SENDco and Inclusion Manager's responsibility to liaise with receiving schools about children's Special Education Needs. It is also their responsibility to collect information from pre-school agencies and other schools about children new to St Paul's.

It is the Inclusion Manager's or SENDco's responsibility to contact external support agencies and to be involved in consultations between such agencies, the teacher and parents.

At all times parents should be aware of teachers concerns about children's progress. The parents of any child on the school's SEND register **MUST BE INFORMED**. If we feel that an Education, Health and Care Plan may be appropriate then the SENDCo will discuss this with the child's parents. Liaison is vital as the parents will have valuable contributions to make to the discussions and may be able to support their child by providing additional guided help at home. This will be done at parent consultations and additional meetings if it is felt necessary. Home and school need to work in close partnership in this matter.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator, Inclusion manager and individual teachers to ensure all children have equal access to succeed.

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 and own 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

There have been recent adaptations to the school, including a purpose built shower room and toileting facilities, ramps and handrails and a hearing loop in the hall.

Resources

Some resources are stored in the SEND room, making them readily available when teachers are planning their lessons. Other resources are kept in the group room in the Year 3 and 4 corridor.

A small annual budget will be available to purchase additional resources and literature to build up a bank of resources.

A proportion of the annual INSET budget will finance attendance at SEND courses.

Complaints Procedure

The following complaints procedures should be carried out if a concern has been brought forward:-

- Class Teacher
- Inclusion Manager
- SEND Co-ordinator
- Head Teacher
- Governors
- Local Authority

Complaints need to be handled quickly and efficiently. Great sensitivity and careful handling needs to be adhered to at all times.

The school follows the LA guidelines on all complaints.

Roles and Responsibilities

SEND co-ordinator – Alison Grant

Role and responsibilities:

- Advice and guidance for teachers on provision for pupils at tier 2 (formerly school action +), ensuring that SMART IEP targets match individual pupil's SEN needs.
- Advice and guidance for teachers on provision for pupils with EHC plans ensuring that EHC plan objectives are translated into SMART targets on individual pupil's IEPs
- Observation and assessment of pupils identified by class teachers who may have SEND
- Working with class teachers to provide 'costed' IEPs for SEND pupils and submit applications for 'Higher Needs Funding' to the Local Authority
- Ensure that all teachers are aware of relevant information concerning pupils with SEND and it is recorded, made available and easily accessible
- Chair EHC review meetings
- Coordinate Lead Professional in the Early Help process
- Co-ordinate RELATE counselling referrals
- Take a lead in referring eligible pupils to CAMHS
- Revise the SEND policy bi-annually

Inclusion manager – Christine Allen

Role and responsibilities:

- Assessment of pupils at tier 1 (SEN school action) eg Salford Reading test, NFER Nelson single word spelling test
- Advice and guidance for teachers on provision for pupils at tier 1 (formerly school action)
- Management of LSAs working with pupils with SEND
- Maintenance of SEND register and pupil’s individual SEND files
- Working in-conjunction with the specialist teacher service and Educational Psychologist to develop appropriate resources
- Refer pupils to outside agencies eg. EPS, OT, IDS
- Maintain and update ‘Wave 3’ provision maps
- Liaising, planning and organising meetings with outside agencies
- Co-ordinate, prepare and minute Annual Review meetings
- Attend IEP review meetings with the Early Intervention Service

Learning Mentor – Mary Lomax

Role and responsibilities

- To be lead professional in the Early Help Process
- To coordinate lunch time clubs and provide a quiet space for pupils with anxiety
- To support families experiencing difficulties
- To run the Solihull Approach to Parenting Groups
- Social, emotional and Mental health support for pupils
- Be a pupil mentor
- Work closely with the SENDCo and Inclusion Manager

This policy has been approved by the Governing body – 1st April 2019

This policy will be reviewed bi-annually and updated as necessary.

Policy signed: _____ (Chair of Governors)

Policy signed: _____ (Head Teacher)

Dated: _____

Review Date: April 2021