

# St. Peter's C of E Primary School



## SEND Policy

## **Introduction**

This policy was reviewed and updated in February 2016

St Peter's CE Primary School provides a broad and balanced curriculum for all children. Our planning aims to meet the specific needs of individuals and groups of children recognising their social and emotional development and providing access to appropriate learning opportunities. This begins in our pre school provision and continues through Foundation Stage, Key Stage One and Key Stage Two. When planning, the school recognises that individuals are unique in their interests, abilities, motivation and learning needs and this diversity is acknowledged and valued. (See Inclusion Policy)

St Peter's CE Primary School also offers education to children from across the LA's East Cluster, and sometimes beyond, who have been identified as having considerable needs or barriers to learning. There are two LA resourced provision classes one in FS/KS1 and the other in KS2 that provide assessment and specialist teaching for 25 pupils from across the borough since October 2015 this also includes 4 nursery places. Specialist teachers and teaching assistants teach these classes and provide additional support and expertise to all staff, pupils and parents in St Peter's CE Primary School.

Throughout school some pupils have barriers to learning that may mean that they have special educational needs. Barriers to learning may fall into one or more of the following areas

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and /or physical

It is recognised that pupils may have special educational needs either throughout or at any time during their school career. Some pupils are more able than the majority of their peers and equally need action taken to ensure that they progress at the appropriate rate. (see Gifted and Talented Policy)

At St Peter's CE Primary School the Assistant Headteacher (SENDCo) has responsibility for all the pupils identified as having special educational needs and other pupils whose progress may be causing concern. The SENDCo is supported by the Shadow SENDCo. The Assistant Headteacher (SENDCo) reports to the Headteacher.

## **Aims and Objectives**

The aims and objectives of the policy are:

- To ensure that all children receive 'quality first' teaching with well planned differentiated work. Children with greater needs will receive support and interventions with further assessments and guidance to ensure that gaps in learning are identified and met.
- To agree challenging and aspirational targets for all pupils.
- To ensure that pupils not making adequate progress are identified as early as possible and appropriate assessments, differentiation within the class and additional and specific individual and small group quality provision/intervention is provided.
- 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;
- To work in partnership with the pupil, parent/carer, all staff, governors and outside agencies to ensure that all parties have clear responsibilities and expectations. Assessments, recommendations and targets are followed and reviewed regularly.

## **Educational Inclusion**

In our school, we aim to offer excellence and choice to all our children, whatever their ethnicity, gender, culture, faith, ability, disability or medical needs. We have high expectations of all our children. We aim to achieve this through the identification and removal of barriers to learning and participation. We want all our children to feel that they are a valued part of the school community. We respect the fact that pupils

- Are entitled to quality first teaching
- Have different educational, behavioural and cultural 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

## **Admissions Arrangements**

The admission of children with special educational needs is in accordance with the LA admissions policy. The agreed admissions policy of the governors makes no distinction

regarding pupils with special educational needs. The aim of the school is to meet the needs of all children attending St Peter's CE Primary School.

**Teachers respond to children's needs by:**

- Analysing assessment data and identifying progress and attainment providing support for pupils who need specific help in identified areas of learning.
- Planning to develop pupils understanding through a kinaesthetic approach including the use of ICT
- Planning for pupil's full participation in learning, and in physical and practical activities and field trips.
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping pupils to record their knowledge and achievements in a variety of ways ensuring that this is annotated appropriately and used to support pupils.
- Helping pupils manage their emotions, particularly trauma or stress and to take an active part in learning
- Liaising with SENDCo as required
- Liaising with parents to discuss progress, IEP reviews and targets and reports from outside agency specialists

**Support Staff respond to children's needs by:**

- Supporting individual children and groups of pupils as directed by class teacher
- Liaising with class teacher and SENDCo and parents as required
- Keep annotated notes and records on children's progress

**Identification of Special Educational Needs**

*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 or a young person has a learning difficulty or disability if:*

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

*For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*

*For a child under two years of age, special educational provision means educational provision of any kind.*

*A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

Any or all of the following may trigger a concern about the difficulties or barriers to learning that a pupil may be experiencing.

- Parent/carer concerns
- Pupil worries/concerns
- Staff concerns
- Class teacher assessments and analysis of data showing low achievement or lack of progress
- Analysis of data by senior leaders showing low achievement or lack of progress
- Records transferred from another school

For children joining the Resourced LA Provision Classes these concerns would have been raised in the above way at their local school but would be supported by

- Recommendations from external professionals in particular the Educational Psychologist

The children referred to the resourced provision in The Infant Assessment Class (IAC) or the Junior Support Base (JSB) would be placed on a waiting list and considered at the next panel meeting which are held 3 times a year (mid autumn, spring and summer Terms). The panels are made up of

- The Educational Psychologist,
- A Senior Speech and Language Therapist
- The Headteacher of St Peter's CE Primary School
- The Assistant Headteacher (SENDCo) St Peter's CE Primary School
- A Headteacher nominated by The East Cluster
- The Teacher in Charge of the JSB

The progress and attainment of the children currently on role is also discussed and action considered ensuring that they are making the best possible progress.

### **SEN provision – A graduated response**

**All children have access to well-differentiated quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions.**

### **Provision Map**

At St Peter's CE Primary School we are building on using our pupil diversity tracking grids throughout school as a way of mapping provision available within the school. Analysing the tracking grids in detail together with the class teacher's knowledge of the child means that children can be targeted at the earliest opportunity. This would mean that not all children on the provision map would meet the criteria of SEN although children that do meet the criteria are included on the Provision Map. The provision is reviewed at least once a term and updated. This at a glance provision map is

- A means of ensuring each pupil is having his/her needs met.
- A means of accounting SEN provision
- A way of auditing provision, intervention and planning.
- To draw attention to repetitive or ineffective use of resources.
- To assess school effectiveness when linked to school outcomes for pupils
- To demonstrate provision over time of one pupil

Included within the provision map there will be children who require SEN Support.

## **SEN Support**

When it becomes clear that a child is failing to make progress, additional support will be provided and recorded on the Provision Map. For some children this level of support is at SEN Support Level. Interventions will be put in place that are different to, or additional to, those provided as part of the school's differentiated curriculum.

### **Involvement of External Agencies**

If children have very specific needs they may need support from external agencies. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or directly working with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. The triggers for support from external agencies could be that despite receiving an individualised programme or concentrated support, the child:

- Continues to make little or no progress over a period of time.
- Continues to work at a National Curriculum level substantially below the expected level of children of a similar age.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

These children may require an IEP, Behaviour Support Plan or Care Plan which lays out specific targets for the child and strategies to help achieve those targets. The child, where possible, and parents will be involved in the review of the IEP and writing of new targets which occurs each term. All children in the IAC and JSB would have an IEP.

### **Education Health and Care Plan (EHCP)**

For a few pupils, the help given by St Peter's intervention both in school and from outside agencies may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. This is a detailed investigation into the child's learning needs. The SENCo will ensure that the written evidence about the child needed to support the request is available.

This will include:

- Referral Planning Meeting: Appendix A
- SEN Referral: Appendix B
- Early Help Assessment
- Parents views document and any other information they wish to submit
- Child / young person's views document, and any other information they wish to submit
- Education Psychologist report dated within 9 to 12 months
- Last two dated individual Education Plans/Provision Map which should clearly indicate the outcomes and approached adopted
- Clear information for a child/young person showing the use of resources in supporting the child/young person (could be a timetable if easier)
- Most recent PEP for child/young person if in care of the local authority
- Most recent PSP if any
- Any other relevant information

*The diagram, attached as Appendix 1, sets out the statutory process and the role of the LA.*

### **Role of the SENDCo**

In St Peter's CE Primary School the SENCO is Assistant Headteacher Mrs T Skelton. Mrs Skelton's role is to:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children's special needs;
- have an overview of Specialist Resourced Provision including transport arrangements
- Draws up and reviews the provision map termly
- Contribute to School Development Plan
- Manage and teach in the IAC
- support and advise colleagues;

- oversee the records of all children with special educational needs;
- Initiate and complete work associated with the initiation of any EHCPs
- Organise the annual reviews of statements/EHCPs
- Organise and attend panel meetings
- Act as the link with parents;
- Act as the link with external agencies and other support agencies;
- Monitor and evaluates the special educational needs provision, and reports to the governing body;
- Manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Contribute to the professional development of all staff.

### **Responsibilities of the Headteacher and the Governing Body**

Our Governing Body fulfils its statutory duty towards children/young people with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the governing body, ensures:

- arrangements are in place in school to support pupils with medical conditions
- that information is published on St Peter's websites about the implementation of the governing body's policy for pupils with SEN. They ensure that the information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.
- a St Peter's CE Primary School SEN Local Offer is published on the school website annually
- there is a qualified teacher designated as a SENCO for the school.

In addition, our governing body works with the Headteacher, SENCo and Assitant SENCO in determining the strategic development of SEN policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Chair of Governors.

The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

### **Allocation of resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCo meet regularly to agree on how to use funds directly related to statements.

### **Special Facilities**

St Peter's CE Primary School has two resourced provision classes supporting children principally from the LA's East Cluster.

Since September 2013 we have provided a 12 place provision for 2 year olds in line with the Government's eligibility criteria. The creation of this provision supports our early intervention approach to working with children and parents.

To enable effective early intervention, the school has a Nurture group supporting the social and emotional needs of pupils primarily in Y1 and Y2.

The school employs a full time Learning Mentor to support the social and emotional needs of children throughout school, working closely with parents and outside agencies.

The school has 4 disabled toilets in school one in each resource base, one in the School entrance lobby and one in the Nursery lobby.

The school has recently had a redesign and refurbishment and wherever this has occurred due consideration has been given to access including ramps, colour schemes to ensure best visibility for visually impaired children and widened doors. The governing body is aware of the need to plan to provide facilities to allow the greatest possible inclusion of pupils with a range of physical needs.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities; experience

levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Scrutiny and analysis of data and targeted support recorded through a provision map ensures no child slips through the net.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Partnership with parents**

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. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school.

A named governor takes a particular interest in special needs and is always willing to talk to 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.

### **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 Pre-school provision and Foundation Stage recognises the importance of children developing social as well as educational skills. 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, depending on their stage of development and understanding of the targets. We recognise success here as we do in any other aspect of school life.

### **Safeguarding**

Staff are aware that children with SEN/disabilities may be more vulnerable to abuse and at greater risk of harm than their peers. Due diligence is observed to ensure that all aspects of the school's safeguarding children policy are applied rigorously to meet the needs of children with SEN/disabilities.

SEN files including Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the child's parents/carers or the young person, except for specified purposes or in the interests of the child/young person.

### **Complaints**

We value the partnership between parents/carers and staff and aim to create a supportive environment for discussion. However, if a parent/carer wishes to complain, they can do so first to the class teacher or SENCo or headteacher. If at any time parents are unhappy with the provision provided by the school or need further advice they can get help and support from the local parent partnership service and access an informal disagreement resolution service provided through the LA.

### **Monitoring and review**

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 reviews and draws up the provision map each term and reports back to the Leadership Team on its effectiveness.

The SENCo is involved in supporting teachers involved in drawing up Individual Education Plans (IEPs) for children.

The SENCo and the Headteacher 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 regular meetings.

### **Other closely related policies/school documents**

- Safeguarding policy,

- Inclusion policy
- Equality and diversity policy
- School Development plan
- Behaviour and discipline policy
- Complaints policy
- SEN Code of Practice

Signed

Date

Appendix 1

