



St Saviour's
Community Primary School

Believe, Achieve and Succeed

Special Educational Needs and Disability (SEND) Policy

We believe that every child is entitled to a curriculum that “enables them to achieve the highest possible standards, develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, self-discipline, independence and community responsibility in a caring, supportive, positive and secure learning environment”.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

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

Definitions

Disability - The Code of Practice 2014 states that a disability under the equality act 2010 is where a child has a “mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out normal every day activities (long term = more than a year) and (substantial = more than minor or trivial). This definition includes sensory impairment such as those affecting hearing or sight and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with these conditions do not necessarily have SEN but where a disabled child requires special educational provision they will also be covered by the SEN definition.”

SEN- a child has Special Educational Need or Disability if they have a learning difficulty or disability (see above), which calls for special educational provision to be made for them. A child has a learning difficulty or disability if he or she: -

- a) Has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) Has a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools within the area of the local education authority; or
- c) Is under compulsory school age and has special educational needs if he or she is likely to fall within the definition at a) or b) when they reach compulsory school age or would do if special educational provision were not made for them.

Special education provision is - educational or training provision that is **additional to**, or

different from that made generally for children or young people of the same age by mainstream schools, maintained nursery schools and mainstream post 16 institutions.

(The above definitions are from Code of Practice 2014 introduction p15-16)

The 2014 SEN and Disability Act strengthens previous legislation by stating that children with SEN must be educated in mainstream schools where parents prefer this and where the provision of efficient education for other children is not significantly affected.

We support this view and therefore aim to cater for the individual learning needs of every child whilst also recognising the need for specialised provision to ensure access to all aspects of the curriculum for all children.

We also recognise that pupils of any ability can underachieve at times. Through matching work to the needs of the children, staff at St. Saviour's Community Primary give children every opportunity to overcome their difficulties.

**Good practice for children with special educational needs
Is good practice for all children.**

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child;
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem;
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils;
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEND are identified as early as possible;
- Enable pupils with special educational needs and disabilities to make the greatest progress possible;
- Work towards developing expertise in using inclusive teaching and learning strategies;
- Provide quality first teaching to all pupils.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child.

There are occasions when progress and attainment may be affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using 'English as an Additional Language' (EAL)
- Being in receipt of 'Pupil Premium Grant'
- Being a 'Child Looked After'

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach to SEND Support

The school is committed to early identification in order to meet the needs of children with SEND. Pupils are only identified as SEN if they do not make adequate progress once they have had all adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from learning support assistants or specialist staff. High quality

teaching differentiated for individual pupils is the first step in responding to pupils who may or may not have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. As in our Assessment Policy, teachers regularly appraise all pupils as part of every lesson, when marking pupils work, and through half termly summative assessment. This enables teachers to identify quickly any underachievement and review teaching strategies for different pupils.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – ‘Assess, Plan, Do, Review’.

Step 1- INITIAL CONCERNS

If a teacher, child, parent or other professional raises concerns about progress this will be discussed in a meeting with the class teacher, parents and SENCo; and high quality teaching, targeted at their area of weakness, will be provided for half a term. Minutes of this meeting will be taken, outlining concerns as well as planned actions and expected outcomes in a given time frame. This will be distributed to parents and any professionals already involved with the child.

At the end of the agreed time frame the actions, outcomes and progress levels will be reviewed. If concerns have been addressed no further action will be taken, a review will be completed and copies provided for parents and any other professionals.

Step 2 - ASSESS

However if concerns about progress levels remain the SENCo will initiate a full assessment of needs. An identification of needs form will be completed in consultation with parents, class teacher and by the SENCo after spending some time working with the child. While this full assessment is carried out, additional interventions will be put in place based on the initial concerns; this will be outlined on a preliminary Individual Pupil Plan.

A CAF (see below) may be opened if needs are in more than 2 areas or if need is in the area of social, emotional or mental health area or if professional advice is needed.

The Common Assessment Framework (CAF):

CAF is a shared assessment tool for use across all children's services in England. It helps in the early identification of needs of children and young people and promotes a coordinated approach on how those needs should be met. It covers all aspects that affect a child's development, from health, education and social development, through to housing and family relationships. It is often used when external professional advice is sought.

CAF is the only assessment that can be used by practitioners in all agencies in England that deliver services to children and young people. It enables information sharing between professionals but in regard to SEN this is always discussed and agreed with parents when the CAF form is completed.

Parents play a particularly important role. Their permission is essential when asking for specialist help. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCo.

Step 3 PLAN & DO

A school Individual Pupil Plan will be prepared and agreed with parents who will also receive a copy. The Individual Pupil Plan will set SMART (Specific, Measurable, Achievable,

Realistic) Targets and strategies that are different from and additional to those in place for the rest of the class. It will also outline provision and resources (who, what, where and when) and outcomes expected at the end of the plan. The advice of the SENCo may be sought at any time but may not always be considered necessary.

These targets will be kept constantly under review but should be evaluated formally at least termly.

Step 4 – REVIEW

At the review, with parents, child and class teacher (SENCo may be present if requested), the views of the parents / carers and pupil must be sought, the progress of the pupil and the effectiveness of the Individual Pupil Plan evaluated. Any issues and new information must be discussed and future action planned. All present at the meeting will decide to either:

- a) Move off the SEN register as additional or different support is no longer required, or
- b) Continue with the same level of provision and write new targets and / or strategies.

- c) To increase or change provision and seek help and advice from specialists from outside the school. (When specialists become involved any advice given will be acted upon, the pupil plan will be amended accordingly and the child's progress monitored closely.)

A cycle of steps 1 to 4, ASSESS- PLAN – DO – REVIEW, as above will then continue until a review decides that additional and different provision is no longer needed (at which point a pupil will be removed from the SEN register) or until a pupil's needs cannot be met within school resources. If a child continues to make no progress or their additional needs are such that they cannot be met within school resources and they meet the criteria set by the LA then a request for an Education Health and Care plan will be made by the school.

An Education, Health and Care Plan (EHC)

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHC when they start in Reception class. The same procedures as above of assess, plan, do and review are put into place as soon as the child starts school. These children may also need to have a Care Plan, risk assessments and, if appropriate, a Moving and Handling Plan drawn up by the school and external specialists.

Application

In order to submit a request for an Education Health and Care Plan the following documents will be prepared by the SENCo, in consultation with the parents, child and class teacher.

- All about me – outline of needs
- CAF – assessment of needs (see above)
- Educational Psychologist report and reports from doctors or speech therapists or any other professionals involved with the child.
- All School Individual Pupil Plans along with evidence of progress, effectiveness of current provision.

Once the assessment is submitted the LA panel will consider the application and whether a pupils' needs can be met from within school resources or if access to the high needs block funding is needed to meet a child's needs. If the EHC Plan is agreed the LA provides the school with additional funds to cover the costs of this provision and the LA allocates the pupil

with a banding, which determines the level of funding to be used to support the child. Additional support from parent liaison officers can be provided to help parents through this application process.

EHC Plan in Place

The SENCo will arrange an initial meeting with the child, parents, the LA representative and all professionals working with the child to decide how the high needs block will be spent to best support the child's needs to provide the best outcomes for them. An EHC Annual Support Plan will be developed at this meeting. A school SEN Individual Pupil Plan will also be written as in the previous stages in order to break down the Annual Plan into more manageable parts and will be reviewed at least termly with class teachers, the child and parents. The SENCo will organise a formal annual review in order to evaluate the child's progress. A representative from the LA may attend these reviews. Additional reviews may be carried out at key points in the child's journey (transition points) as they move from Reception to KS1 (spring term of reception), KS1 to KS2 (Spring term of Y2), and KS2 to KS3 (Spring term of Y5). Early reviews may also be called at any time if it is felt an EHC is no longer needed or if current provision is not meeting needs or identified outcomes are not going to be met.

Admissions

Admission arrangements for the school are described in the school's admissions policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of most pupils will be met within existing school provision. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. Links with Other Schools

Particular attention is given to make sure that at St Saviour's Community Primary School we are aware of any new pupils identified as having special educational needs so that appropriate arrangements can be made in advance of their admission.

Where pupils transfer to high school, relevant information gathered will be passed on and the SEN co-ordinators at the high school kept fully informed of the needs of the individual recorded on the SEND register. Transfer reviews in Year 5 should begin to establish the parents' choice of High School in order to assess the arrangements prior to the transfer. An additional review early in the summer term of Year 6, when a High School place has been allocated, should be convened to which the High School SENCo needs to be invited.

Training and Resources

Resources

For pupils at St Saviour's Community Primary School identified with SEND and have an Individual Pupil Plan, resources are provided from within our budget.

Resources for children with an EHC plan are provided with a top up funding (high needs block) directly to the school from the LA. Each child with an EHC plan is classified in a band from E-G according to her/his needs and money is added to our annual budget. This money is spent each year to help and assist pupils with SEN to access and be included in the National Curriculum or Foundation Stage Curriculum, as well as to ensure they make progress in all developmental areas. Often money is allocated to provide additional help through:

- the provision of LSAs

- the provision of external specialists
- the provision of specialist equipment and resources
- the provision of training for staff as needed

Training

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENCo (Headteacher).

The SENCo (Headteacher) will keep fully up to date about Special Educational Needs issues through attendance at training and cluster meetings. In addition, the SENCo will develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

Other teaching staff will be kept up to date informally by the SENCo (Headteacher) and formally at staff meetings and with outside training providers as required.

Learning support assistants who support individual children and groups of pupils need to have a wide range of curriculum and special educational needs knowledge and expertise. This will be regularly supported and updated by the SENCo, external specialists, link teachers and / or other professionals.

Links with External Specialists

The school SENCo actively liaises with external professionals including:

- Educational psychologists
- Specialist teachers with expertise in different areas of additional need
- Consultant paediatricians
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists

The school currently has links with Tor View Special School.

Roles and Responsibilities

The Governing Body

The SEND Link Governor, Esther Selway, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues;
- the SEN policy is reviewed annually;
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision;
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

Each year, the governors use money from within our school budget, to enable the school to deliver SEN - see our school's contribution to the 'Local Offer' and our "SEN Information report" on our website. Paper copies can be requested from our school office. This includes

funding to seek professional advice, training or individual assessments.

The Special Educational Needs Co-ordinator (SENCo) is the Headteacher, Mrs Deanne Marsh.

Mrs Marsh (BA QTS NPQH) is the SENCo and is responsible for the arrangements for SEND provision throughout the school. Mrs Marsh works closely with the SEND Link Governor and staff to ensure the effective day-to-day operation of the school's Special Educational Needs Policy. She will identify areas for development in special educational needs and include these in the school's improvement plan.

With the support of the Governing Body, the SENCo (Headteacher) will be expected to:

- Take responsibility for the day-to-day operation of provision made by the school for pupils with SEND
- Provide professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improvement in standards of achievement for all pupils.
- Ensure that lessons are planned in ways, which will encourage participation and learning of all pupils, and to monitor and report on the progress SEND pupils make.
- Ensure that all pupils have equal access to a full and balanced curriculum and that available resources are used effectively for this purpose.
- Support, guide, and motivate teachers and learning support assistants and disseminate examples of good practice in relation to pupils with SEND through contribution to in-service training for staff on SEND issues.
- Keep an up-to-date SEND register and ensure SEND Code of Practice procedures are followed, including the maintenance of up-to-date SEND records.
- Ensure that Individual Pupil Plans (IPP's) are written and implemented in the general planning strategy and through teaching provision.
- Manage learning support assistants employed to work with individual children with SEND throughout the school.
- Establish an effective working relationship with teachers, parents and outside agencies.
- Work closely with the teachers and learning support assistants in co-ordinating provision for our SEND children and providing updates about the operation of this policy.
- Liaise with the school staff who have responsibility for child protection, attendance and family support issues.
- Co-ordinate provision for pupils' medical needs in relation to SEND.
- To liaise with and meet parents/carers as required.

The SEND Learning Support Assistants

The school employs Learning Support Assistants (LSA's) to support the SENCo and class teachers in designing and implementing learning program for children with SEND throughout the school. LSA's are deployed on a needs basis as budget allows. They are managed on a day-to-day basis,

- every am, by their assigned class teacher with guidance from the SENCo;
- every pm, by the SENCo.

and ultimately held accountable for fulfillment of their role by the Headteacher.

LSA's work with individual children and with small groups on very specific intervention programs, liaising with class teachers and the SENCo as and when needed.

Expectations of LSA's

- Liaise with parents, pupils, teachers and outreach staff.
- Help teachers and the SENCo to identify the special need of a pupil experiencing difficulties. Help and assist in developing and reviewing Individual Pupil Plans for some pupils.
- Help to ensure the recommendations in a pupil's EHC plan are carried out.
- Put into action any advice from teachers or professionals.
- Attend review meetings (where possible) and regularly monitor the progress a pupil is making.
- Listen to and observe children, and provide support and feedback to the pupils and class teacher about learning in order to ensure achievement of the pupils they are working with.

Class Teachers

The school employs full and part-time teachers who are responsible for the learning and attainment of ALL children in their class including any with SEND.

Expectations of Class Teachers

In relation to SEND issues, it is the responsibility of teachers to:

- Work as a co-ordinated team to fulfil SEND responsibilities;
- Provide all pupils with equal access to the curriculum and devise, in consultation with the SENCo and parent / carer(s) appropriate program of work, which are both achievable and challenging;
- Identify possible educational difficulties and monitor closely the progress of pupils with SEN through assessment and monitoring procedures (in accordance with the assessment policy);
- Develop and implement Individual Pupil Plans for children identified on the SEND register, with realistic and measurable targets;
- Every term, formally review pupils' progress of their Individual Pupil Plan targets with the involvement of parents and pupils.
- Assist the SENCo and Educational Psychologist in gathering information about a pupil.
- Maintain communication with the SENCo about pupils in their class on the SEND register.
- Try out any strategies or advice given by the SENCo, or other professionals.
- Attend review meetings as required.

Involvement of Parents / Carers

As continually referred to throughout this policy, the school places great value in working together with parents / carers. We strive to engage with the whole family, giving appropriate levels of support to their needs in order that they can take an active role in the education of their child with Special Educational Needs and Disability. There is no doubt that the greater the involvement of the parents / carers, the more successful the program for their child will be. The insight a parent / carer can provide is equally as important as the professional advice they will receive.

A parent / carer may be the first person to voice concern about the child. If any parent / carer has any worries or concerns regarding their child's education they are urged to come into school and discuss it with the class teacher or SENCo (Headteacher). The school will

endeavour to keep parents / carers fully informed about their child's progress, if they are on the school SEND register, and any arrangements or additional assessments made for the child. Should a parent / carer have a worry about the SEND procedures, how they operate or what it may mean for them, they are urged to contact school.

Parents/carers have a fundamental role in assisting with the review and planning of Individual Pupil Plans and providing support at home to re-enforce learning done at school, e.g. with extra reading, spelling or writing. Parents / carers will receive a copy of the child's Individual Pupil Plan and are invited to review progress towards the targets at termly review meetings. These will usually be arranged at an after school appointment time such as the autumn and spring parents evenings, or at a mutually convenient time, in particular in the summer term.

Medical Needs

St Saviour's recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have a statement, or Education, Health and Care (EHC) Plan, which bring together health, and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed. There are arrangements in place to support pupils with medical conditions and full details are contained in our school policy 'Supporting Pupils with Medical Conditions' which is available on our website or as a paper copy from the school office.

Arrangements for Complaints about SEND Provision within the School

We would encourage parents / carers who have any concerns with SEND provision or assessment at the school to approach staff at an informal level.

Informal complaints - can be made by contacting the class teacher or SENCo (Headteacher).

If parents / carers believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should first talk to the child's class teacher. If the parents / carers think that the child should be given more support they should raise their concerns with the SENCo (Headteacher).

Most concerns will be resolved in this way.

Formal complaints – if parents / carers still feel dissatisfied they may choose to raise their concerns formally with the school's Chair of Governors. A request can be made for a copy of the complaints procedure from the school office or downloaded from the school website.

If parents / carers are still not satisfied then they can request support from the local authority SEND Information Advice and Support Service (SENDIASS). Telephone and contact details can be supplied upon request.

Storing and Managing Information

All documents relating to a pupil's SEND are stored in an SEN pupil file, in a locked cupboard in the teacher resource room. Documents are copied and transferred to the next school on leaving and originals are archived and kept for 25 years after the child leaves the

school. Information about a child's SEND is stored and managed according to the school policy on Information Management.

Evaluating the Success of the SEND Policy

This policy will be reviewed annually. The success of the policy will be demonstrated by having evidence to show that:

- The systems to identify children with SEND as early as possible are in place;
- Action plans, Individual Pupil Plans and record keeping are in place to teach and assess children with SEND and ensure their access to the curriculum;
- Regular reviews are carried out evaluating children's progress against targets set;
- Additional intervention is provided and advice is sought from external professionals if progress is not adequate;
- LA high needs block funding is used to support children's additional needs and that this provision ensures good progress for pupils with SEND;
- Children are gradually given opportunities to take part in reviews as their abilities develop;
- A positive and effective partnership with parents / carers is in place and they feel that the provision of the school is effective;
- Pupils with SEND take a full and active part in all aspects of school life;
- Staff express that they are trained, supported and skilled to work with SEN pupils.

This policy must be implemented in conjunction with whole school policies, including:

- Teaching and Learning
- Assessment
- Child Protection and Safeguarding
- Behaviour and Discipline
- Supporting Pupils with Medical Conditions
- Looked After Children

Deanne Marsh (SENco)
6th October 2016

Reviewed: 9th October 2017