

Dalton St. Michael's SEN Policy 2014

Dalton St. Michael's is committed to providing all our children with the conditions and opportunities to allow them to fulfil their potential.

In line with our Mission Statement we aim, not only to educate, but to nurture and help our children to develop socially, emotionally and spiritually.

Everyone at St. Michael's school strives to ensure that any child with Special Education Needs or Disability (SEND) are fully included in all aspects of school life and our Special Needs Policy supports the stated ethos of the school –

Reach your full potential at
Dalton St. Michael's Church of England Primary School
Learn, Love, Live
in our nurturing Christian community where everyone is valued.

SENCO – Sue Henderson

Dalton St. Michael's C of E Primary School

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SEN Advocate - Mrs. A. Robinson - Headteacher

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Please refer to the Glossary of Terms in the Appendix

Aim

At Dalton St. Michael's C.E. primary School we aim to offer excellence to all our children whatever their ability or needs and we work to achieve this through providing access to a broad, balanced curriculum which meets their educational, emotional, social and spiritual needs. We are also committed to providing a range of varied and enriching extra-curricular activities.

Our expectations for all pupils, including those with Special Educational Needs (SEN) are high and we encourage our children to aspire to be the best that they can be.

Objectives

Our objectives are:

1. To identify and make provision for children with special educational needs and additional needs as early as possible.
2. To work within the guidelines provided in the SEND Code of Practice 2014.
3. To operate a personalised approach to the management and provision of support for SEN.
4. To employ a Special Education Needs Coordinator (SENCO) who will manage and deliver the provision outlined in the SEN Policy.
5. To provide support, advice and appropriate training for all staff supporting and working with SEN children.

Identifying Special Educational Needs

At Dalton St. Michael's we aim to identify children with special needs as early as possible. We monitor and track the progress of all children through the school using an 'ongoing' process of planning, teaching and assessment. Children with SEN or additional needs may be identified at any stage of this process during their time here. The needs of pupils are identified by considering the needs of the whole child, not just their special educational needs and we value every child as an individual.

We realise that there are factors which may impact on progress and attainment but are not special educational needs, for example:

Disability; attendance and punctuality; health and welfare; being in receipt of Pupil Premium (PPG); being a looked after child (LAC); being a child of a serviceman/woman as well as other factors which may affect their immediate family.

At Dalton St Michael's we aim to recognise and identify a child's needs and respond quickly and appropriately.

A graduated approach to SEN support

At Dalton St. Michael's the quality of planning, teaching, assessment enable the early identification of any children who are not making adequate progress despite differentiation, intervention and good personalised teaching.

All teachers are responsible for children in their class developing and making progress, this includes any pupils receiving support from Teaching Assistant's or other specialist staff.

If it is felt that a child may have SEN, the class teacher will respond initially by ensuring good quality, appropriately differentiated teaching is in place. Additional intervention can be put in place to support this.

Teaching quality is regularly and carefully reviewed through the process of monitoring and evaluation which consists of lesson observations, work scrutiny, data analysis and regular pupil progress interviews.

Any vulnerable children are identified and included in our provision map which is regularly reviewed and updated as required.

Wherever teaching staff need further understanding of strategies to identify and support children or to build on their knowledge of the most frequently encountered SENs then appropriate advice, support and training will be given.

If it is felt that a child is still not making adequate progress the class teacher, SENCO and Headteacher will consider all of the information gathered about the pupil's progress and compare it to national data and expectations of progress. A decision will then be made as to whether the child will receive SEN provision and be placed on the SEN register.

Whenever a child's needs are identified as being higher than can be met initially within school, the appropriate external agency/ professional will be contacted by the SENCO/Headteacher and an appointment will be made for them to meet with staff and assess the child's needs before agreeing on and putting in place, the appropriate provision.

SEN children's progress is reviewed as appropriate and further interventions are put in place if required. We aim to inform parents as soon as it becomes apparent that their child is not making adequate progress. This ensures that they are fully involved in the school based response and understand the purpose of any intervention or programme of action involving their child.

Parents are encouraged to support their child and effective communication ensures they are kept informed of their child's progress via review meetings/Team around the Child (TAC) meetings, parent's evenings and reports.

The teaching staff at Dalton St. Michael's are happy to talk to parents regarding any concerns they may have about their child.

The school will always seek permission of parents/guardians before approaching other professionals or outside agencies to share information about their child.

Managing Pupils Needs on the SEN register

At Dalton St Michael's, when a child has been identified as requiring SEN provision, we use ongoing recording sheets to log which interventions have been used and to show what the 'next steps' are. Personalised Support Plans give an overview of targets and success criteria within an appropriate time frame and our Provision Map outlines the tracking of progress, and identifies individual needs, how these will be targeted and by whom.

These are kept up to date by whoever is providing the support/intervention eg. class teacher/Teaching Assistant (TA) and the support plans are reviewed and updated as success criteria are achieved.

Level of provision is decided in line with the school Local Offer (which is available for viewing on the school website- see Appendix).

If school is unable to meet a child's needs then additional support is engaged. If it is felt that support from the Educational Psychologist is needed, a request for their involvement would be made and the 'must, could, should' framework is followed.

Following assessment it may be that a child requires the support provided by a Statement of Special Educational Needs. If this is the case then advice is collated from parents, school and any relevant outside professionals and submitted to the Local Authority SEND team. If it is decided that a SEN is appropriate a draft statement is sent out within 18 weeks followed by a Final Statement. However this process is in a transitional stage and it is envisaged that all Statements will be phased out by September 2018.

If, after a collaborative decision, the school feel it is warranted, then a request for Inclusion Disability Support Service (IDSS) input is made. This may be in the form of advice, support or visits from appropriate specialists.

If it is felt that a child's needs demand it, then a Common Assessment Framework (CAF) would be completed with parent's consent and input. This would then generate a Team around the Family (TAF) meeting which would involve all parties concerned. The focus would be to identify further support and decide how, when, by whom these would be delivered.

Outreach support for children in school can also be sought from the Pupil Referral Unit at Golden Hill through the Alternative Curriculum Education and Residential Service (ACERS) route. This service consists of assessment and support within school for six weeks. After this time, if it is felt that the child needs more intensive support, an application can be made for a one-term transfer to Golden Hill.

Where appropriate the school nurse is also available to give support, advice and assistance

Any costs related to accessing appropriate services are covered from within the school budget and are agreed by the Headteacher and Governors.

Criteria for Exiting the SEN Register/Record

If a child on the SEN register is making adequate progress and no longer requires additional intervention and support, a decision will be made, by a collaborative agreement between the class teacher, SENCO and Headteacher to remove the child from the register and inform parents. The child will continue to be monitored and can be placed back on the register should the need arise.

As Dalton St Michael's C.E. is a small school, the staff know the children extremely well so any concerns can be identified and acted upon swiftly.

Supporting Pupils and Families

The school's Local Offer is available to view on our school website and a link to the Local Authority (LA) Local Offer is also included there (see Appendix)

The SEN Information Report and school's Admission arrangements can also be found on the site (see Appendix)

At Dalton St Michael's C.E. we would identify any children unable to access national exams and a decision would be made by the class teacher, SENCO and Headteacher to 'disapply' through the Standards and Testing agency following guidelines in the assessment and reporting arrangements documentation.

In supporting children with special needs, we have developed good links with a number of external agencies and professionals and can provide parents with information and contact details as appropriate.

Admission arrangements are in line with the current Local Authority policy, a place at Dalton St. Michael's is available to a child with SEN provided that:

- the parents wish the child to attend the school
- the child's special needs can be met by the school
- other pupils will not be disadvantaged by the child attending the school

Under the SEND Act 2001 the school has a duty not to discriminate against a disabled child:

- In the arrangements they make for determining the admission of pupils to the school. This includes any criteria for deciding who will be admitted when the school is over-subscribed, and it includes the operation of these criteria.
- In the terms on which the body responsible offers pupils admission to the school
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled

(Disability Rights Commission : Code of Practice for Schools 2002)

At Dalton St. Michael's we have made the following provisions:

- In order to ensure ease of access for pupils or parents with disabilities, the teaching areas in the school are on one level with access for wheelchairs. The school has a designated disabled toilet for pupil and/or adult use.
- There is a ground floor area where children can work in small groups or with 1:1 support and there are rooms available for support services to use and where counselling, parental interviews or meetings can take place.

Transition

As a small school Dalton St Michael's C.E. is able to manage the transition process for pupils within the school, so that children experience the minimum of anxiety or upset.

Reception, Year 1 and Year 2 children are taught in the same classroom by the same teacher (with additional support staff) so any transition in this phase is smooth.

When children approach the transition from Key Stage 1 (KS1) to Key Stage 2 (KS2) and from Lower KS2 to Upper KS2 they are involved in a number of "transition days" when they spend time in the Year 3/4 or Year 5/6 classrooms being taught by their "new" teachers.

Similarly when children are in Year 6 they take part in a number of taster days at local High Schools and experience a typical day there.

Children with SEN, if it is thought appropriate, can receive additional support during these transitions. For example Year 6 pupils have been accompanied by school staff on additional taster days when arranged as appropriate. Children who may find transition more difficult have had meetings convened to put in place strategies to help them with the changes. Children may be given extra time, with support, in their new classes or given visual reminders of their new desk/classroom/teacher/peers to look at over the school holidays.

Supporting pupils at school with medical conditions

At Dalton St. Michael's we recognise that any children at school with medical conditions need to be supported appropriately to enable them to have full access to education and school life. 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.

Arrangements to support pupils with medical conditions are outlined in the school's Medical Policy (available from the school office) and a link to the SEND Gateway site which includes Statutory Advice on supporting pupils with medical conditions can be found on the school website.

Monitoring and Evaluation of SEND

At Dalton St Michael's C.E. the provision offered to pupils is regularly and carefully monitored by means of our Monitoring Overview and planned schedule which is linked to the School

Improvement Plan. We have recently introduced the new National Curriculum and have an ongoing review process which includes the transition period regarding assessment.

For SEN children we have two reports sent home each year and two parent's evenings in addition to regular reviews and TAC/TAF meetings. Parents are encouraged to contact the school and set up further meetings if they have any concerns about their child.

We send questionnaires to parents each year to provide feedback which enables the school to identify areas for improvement and development and our focus for spring 2015 is to develop an updated questionnaire for parents.

All subject leaders are involved in monitoring their subject(s) and providing feedback to staff and governors.

Training and Resources

Funding SEN is funded from the school budget, Pupil Premium funding and the High Needs Block for children accessing a SEN or Education Health and Care Plan (EHCP).

Training needs of staff are identified as part of Staff Appraisal or as the individual needs of a child with SEN become apparent or as advised by outside agency professionals when offering support to school staff.

The Headteacher and SENCO identify appropriate training and ensure staff are booked on to suitable courses. There are also occasions when specialist teachers from IDSS or Speech and language therapists / Occupational therapists etc. come into school and give support and advice to staff in the school setting.

INSET days are also used to provide relevant training, from specialists.

All staff, on taking up post at Dalton St Michael's C.E., meet with the SENCO to discuss systems and procedures that are in place. All staff are made aware of our provision mapping and any identified vulnerable pupils.

The SENCO/Headteacher attend Network meetings and other relevant meetings and courses throughout the year.

Roles and responsibilities

Our SEN Governor meets with the SENCO to discuss procedures and policies that are in place. She has completed training for SEND reforms.

Teaching Assistants provide assistance for the class teacher and support in the classroom for children with SEN or children who need additional support. Line manager- Sue Henderson

Designated Safeguarding Leader (DSL) - Adele Robinson (Headteacher)

Deputy DSL - Maxine Britton (Senior Teacher)

Name of Member of staff responsible for PPG/LAC funding – Adele Robinson

Name of Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils – Adele Robinson

Storing and managing Information

At Dalton St Michael's C.E. Primary School, confidential documents are stored in locked cupboards in the Headteacher's office. Additional SEN materials are kept in the upstairs office which is also locked when not in use.

All relevant documents are kept until the individual has reached 25 years of age.

Reviewing the SEN policy

It is intended that the policy will be reviewed annually and updated when required. This is in line with recommendations by National Association for Special Educational Needs (NASEN).

If Government reforms dictate, then the SEN policy will be updated as required.

Accessibility

School Accessibility is included in the schools Single Equality policy which is available along with the Local Offer from the school office.

At Dalton St Michael's C.E. Primary disabled pupils have access to the whole curriculum. However if further need arose, then appropriate provision would be put in place depending on the individual needs of the child.

All teaching areas are on one level, there is easy access for wheelchairs including ramps into the school and disabled toilet facilities are also available on site.

Physical aids are in place as required, for example children have access to pencil grips, sloping writing boards, 'fidget toys', 'wobble cushions' and individual work stations with privacy screens.

Staff can be contacted at school during school hours by phone, email or in person. Parents are welcome to make appointments to meet with staff if a longer meeting is required.

Dealing with Complaints

Should a parent or carer have a concern about the provision made for their child they should in the first instance raise the concern with the class teacher. The SENCO and the Headteacher are also available for advice, guidance or support. Most issues can be resolved in this way.

If it is felt that the issue is unresolved, parents can put their concerns in writing to the school's Chair of Governors - Mrs M Faulkner. The complaints policy and its procedures would be followed.

The school could also make provision to inform parents about the Parent Partnership and how to make representation to the Local Authority.

Bullying

The school's approach on dealing with bullying can be found within the Behaviour policy, which is available, on request, from the school office.

We aim to mitigate the risks of bullying, not only to vulnerable learners but to all children attending Dalton St Michael's C.E. and our Child Protection Policy safeguards the needs of all pupils including those with SEN and helps to promote independence and resilience.

Signed:	Signed: On behalf of the Governing Body
Head Teachers name: Mrs Adele Robinson	Chair of Governors name: Mrs Maureen Faulkner
Date: January 2015	Proposed Review date: January 2016

Appendix

Dalton St. Michael's School website can be found at –

<http://www.st-michaels-ce56.lancsngfl.ac.uk>

SEN Information Report 2014 – available on school website

How parents can contact school- all details can be found on the school website

How parents can contact the SEN team –see the school website

Glossary of Terms

ACERS – Alternative Curriculum Education and Residential Service

CAF – Common Assessment Framework

EHCP – Education Health and Care Plan

IDSS – Inclusion and Disability Support Service

INSET – In Service Training

KS1/2 – Key Stage 1/2

LAC – Looked After Children

NASEN - National Association for Special Educational Needs

PPG – Pupil Premium Grant

SEN - Special Educational Needs

SENCO- Special Educational Needs Co-ordinator

SEND – Special Educational Needs and Disability

SENDA – Special Educational Needs and Disability Act

TAC – Team Around the Child

TAF – Team Around the Family