

# SIMONSTONE ST. PETER'S CE PRIMARY SCHOOL

## SEN Policy



### **Our Mission Statement – ‘Keys to Faith and Knowledge’**

*At Simonstone St Peter's School we want every child to:*  
*Be confident and happy about who they are;*  
*Have knowledge and skills for life and to work together and make friends;*  
*Learn to have faith and understand differences;*  
*Learn through Jesus that we are loved and can love; that we can talk to others; find guidance to be a better and stronger person, to know right from wrong and find forgiveness;*  
*Show care, kindness and appreciation in the world.*

### **School Profile**

School: Simonstone St Peter's C of E School  
Tel Number: 01282 771147  
Number on roll: 125  
Number on SEN register: 17  
Head Teacher and SENCO : Mrs Christine Smith  
SEN Governor: Mrs K Clarke

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 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
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### **Introduction:**

We at Simonstone St Peter's C of E school follow the Lancashire Special Needs Code of Practice. We are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational, social and emotional outcomes.

As a Church school, we aim to develop an ethos of care, empathy, and understanding. All children will be valued, and we aim for all children to experience success, and achievement, and to reach their full potential. This is in line with our mission statement where the school wants all children to:

- Be confident and happy about who they are.

- Have knowledge and skills for life and to work together and make friends.
- Learn to have faith and understand differences.
- Learn through Jesus that we are loved and can love; that we can talk to others; find guidance to be a better and stronger person, to know right from wrong and find forgiveness.
- To show care, kindness and appreciation in the world.

This SEND policy details how, at Simonstone St Peter's Church of England Primary school, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

We aim to provide access to a broad and balanced curriculum, but also to offer small group support, or individual help, where children have specific needs.

### **Section 1: Aims and Objectives**

We at Simonstone St Peter's C of E Primary School are committed to raising the aspirations of and expectations for all pupils with SEN, our school provides a focus on outcomes for children ensuring that they make progress and fulfil their potential. We aim to ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.

In order to achieve our aims and in line with our mission statement we will continually monitor and evaluate the school's effectiveness identifying areas for development in SEN; formulating Action Plans and where necessary incorporating these into the School Improvement Plan.

### **Section 2: Roles and Responsibilities**

Special Educational Needs Co-ordinator (Senco): Mrs Christine Smith

Responsible Person: Mrs Christine Smith

S.E.N. Governor: Mrs Kate Clarke

Teaching Staff : Mrs J.Booth, Mrs D.Hartley, Mrs C.Rossi, Mrs J Cockings

Teaching Assistants (TAs): Mrs Janet Wood; Mrs Helen Webster, Mrs Claire Dyer; Mrs Diane Shaw, Mrs Lyndsey Smith; Mrs Gemma Sutcliffe; Mrs K Barber

The governing body, along with all teaching and non-teaching staff at Simonstone St Peter's C of E school, have a responsibility for pupils with SEN.

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Simonstone St Peter's C of E School this role is undertaken by Mrs Kate Clarke who meets regularly with the Head who is also the SENCO, Mrs Christine Smith.

The SENCO Governor is responsible for:

- Overseeing the school's arrangements and provision for meeting special educational needs and monitoring its effectiveness.
- Reporting to parents on the implementation of the policy and contributing to the annual parents report.
- Representing the governing body on SEN matters and being an advocate for SEN when whole school issues are being considered.

- Attending training sessions to improve her effectiveness as an SEN governor and keeping information about relevant SEN related legislation.
- Liaising with the Head/SENCO about the school's procedures for identifying and supporting pupils with SEN, and developing and adopting a policy.

The Head, Mrs Christine Smith, is the school's "responsible person" and manages the school's special educational needs work. The Head/SENCO will keep the governing body informed about the special educational needs provision made by the school. She will work closely with the special educational needs 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 coordinate provision for all children on the special needs register.

Mrs Christine Smith (Headteacher) is the designated person with specific Safeguarding responsibility and is also responsible for managing the school's responsibility for meeting the medical needs of pupils.

All teaching and non teaching staff will be involved in the formulation of the special educational needs policy and. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum materials.

### **Section 3 Admissions**

Pupils with special educational needs will be welcomed and admitted to Simonstone St Peter's C of E School in line with the school's admissions' 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 their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs; either on entry to the Foundation stage or when transferring from another primary school.

If the school is alerted to the fact that a child may have a difficulty in learning we will make our best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Children experiencing difficulties will be supported within the classroom by their Class Teacher and TA, and may be supported by one of the Special Needs team, or occasionally withdrawn for specialist support. Where necessary, additional support and advice may be provided by: the Educational Psychologist; Lancashire Education Inclusion Service (LEIS – East); the School Nurse or the SENCO.

### **Section 4 : Access for Disabled**

Although there is no special unit, the school is well resourced and a disabled toilet is available in the main school building. Within the disabled toilet is a hydraulic changing table. To ensure access for pupils or parents with disabilities the school is on one level and the rear entrance to the building is accessible by wheelchair. An Accessibility Plan was approved by the Governing Body during the Spring Term 2011.

The school endeavours to provide an inclusive learning environment and to constantly review the strategies and arrangements in place to meet the needs of current and future pupils.

### **Section 5: Identification, Assessment, Reviews**

“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.”  
(Code of Practice 2014)

We recognise that the needs of high achieving children should also be catered for and recognised as a ‘special educational need’.

The 4 broad categories of need as described in the SEND Code of Practice 2014 are:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

At Simonstone St Peter’s we consider the needs of the whole child when planning and implementing a course of action.

All teaching and non-teaching staff are responsible for providing quality first teaching for all pupils and work closely with Mrs Christine Smith, the SENCo/Head. Pupils are only identified as SEN if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching. Teachers’ ongoing assessment will provide information about areas where a child is not progressing satisfactorily. Assessment is initially based upon teacher observations, PIPS, baseline assessment processes, KLIPS and the National Curriculum age-related expectations. Termly assessments are undertaken in English, Maths and Science. If children are falling behind, appropriate action will be taken and school may carry out a selection of additional assessments. These may include reading tests, reasoning tests, Sandwell Numeracy Test, Lucid Cops or PIVATS.

To monitor progress, PIVATS (Performance Indicators for Value Added Target Setting) may be used. If the SENCo and class teacher decide that a child is to be placed on the PIVATS scale, the following guidelines will be followed:

- The class teacher will complete an Individual Pupil Profile to determine the pupil’s attainment against the performance indicators.
- All teaching and non-teaching staff involved with that particular child will moderate this assessment to corroborate the “best fit” rounded judgement made.
- Effective targets for that child will be set which provide focus and direction, and will form the basis of the IEP for that particular child.

All class teachers are responsible for providing a curriculum with an appropriate level of challenge and are therefore responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All teaching staff regularly and carefully monitor and review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable pupils.

Simonstone St Peter's C of E Primary School follows the guidance of The Special Educational Needs Code of Practice. It sets out how help should be given in a step by step, graduated approach, applying the assess, plan, do, review cycle. At Simonstone St Peter's we believe that early intervention is vital. The class teacher and SENCo assess and monitor the children's progress in line with existing school practices.

If a child's performance is falling below national expectations and they fail to make adequate progress, despite differentiation; different opportunities and alternative approaches to learning being used within the classroom, the class teacher will complete an 'Initial Concern' sheet detailing the areas of concern. A decision will be made together with the head, as to the intervention required and the level of provision to be provided. School, in consultation with the parents, will place the child on the SEN register.

At this stage of the graduated approach support may involve:

- Extra help from the class based teaching assistant
- Small group support out of class
- Individual support out of class
- Alternative resources such as ICT access, sloping boards or visual prompts

A Pupil Profile will be completed and an IEP will be drawn up which will give the child manageable targets. The class teacher is responsible for setting SMART targets (Specific, measurable, attainable, realistic and timely). After each term, progress is reviewed by the class teacher, parents and child and the next steps are determined.

IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEP's and reviews will be copied and sent to parents/carers after meetings.

IEPs will be reviewed at least once a term, in some cases more frequently depending on the circumstances, and parents will be invited to reviews. If they are unable to attend then a copy of the new IEP will be sent home and the parent's views will be welcomed.

If the class teacher or parents continue to have concerns about a child's development, with parental consent, external agencies can become involved to help advise on the provision of intervention strategies. Children can also be assessed by outside agencies such as Educational Psychologist or IDSS. The child would continue to receive support in school, guided by the advice of other professionals, this will be shared with the parents and the individual education plan would be informed by the advice of other professionals. Again, after each term progress is reviewed and the next steps are determined. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCo will maintain updated records of provision and monitor the impact of that provision through provision mapping. The teacher will maintain the personalised plans and keep them updated.

In certain cases, a 'TAC' meeting (Team Around the Child) will be organised by the school to develop an open, ongoing dialogue with parents and professionals about the child's learning.

If the class teacher or parents continue to have concerns about a child's development, with parental consent, a request for an Education Health and Care (EHC) Plan will be completed. The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- the child's individual plans ( IEP)

- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- Medical information where relevant
- National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g. Educational Psychologist
- Views of the parent and the child
- Involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website

[www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

All Statements/ EHC Plans must be reviewed at least annually. The SENCo/Head initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCo/Head will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

The school's Local Offer can be found on the school website [www.simonstone.lancs.sch.uk](http://www.simonstone.lancs.sch.uk).

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

### **Section 6: Managing Pupils' needs on the SEN register**

At Simonstone St Peter's C of E Primary School we support children at all stages of the graduated SEND approach (Special Educational Needs and Disability). The support put into place is determined by the child's individual needs. Support ranges from the use of additional teaching and learning resources in class (e.g. overlays, laptops, sloping boards etc) to direct one to one or small group

intervention delivered by staff in school. The class teacher holds the responsibility for evidencing each child's progress but the school SENCO will oversee and monitor all levels of intervention through the use of provision mapping and tracking (using the Lancashire E-Tracker) the assessment data for SEN children. Pupil progress is reviewed termly and this information feeds directly into pupil progress meetings which are held each term.

An SEN report to Governors is produced termly and is presented at each terms' Full Governors' meeting. The support and strategies that are put into place are closely monitored to determine the impact of them. If a particular intervention or resource is not having the desired impact it will be evaluated and altered, to meet a child's needs. The effectiveness of the school's provision for pupils with SEN is also monitored through pupil interviews and book scrutinies as well as regular informal learning walks.

All children receive quality first teaching which means that they are taught using a varied and multi-sensory style of teaching. Any support that is being given to a child in addition to quality first teaching will always be shared and discussed with the parents at IEP review meetings. There are also opportunities to have informal meetings to discuss progress, formal parent's evenings and meetings with the Head/SENCO.

A child may no longer require SEN Support when they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

## **Section 7: Resources**

Money from the School Budget Share is used to support children with SEN by employing a SSA to work with them individually and in small groups. In addition money from the Pupil Premium is allocated according to specific childrens needs. The Head/SENCo will identify the areas of pupil need and make appropriate provision. The governors will ensure that Teaching Assistants are deployed effectively to support staff and pupils.

The allocation of funds for Special Educational Needs has equal status with other subjects. The resources are usually selected by the Special Needs Co-ordinator in consultation with curriculum leaders. Care is taken that there will be continuity across the Key Stages. Existing resources are constantly being reviewed and updated when new initiatives become available, particularly in ICT.

The resource classroom and school library are used for part of the week as an additional teaching area for individual or group support. Computers are available for SEN use in these areas. The school has a selection of good quality SEN resources including software and this is reviewed regularly.

Simonstone St Peter's C of E Primary School will always make reasonable adjustments to the curriculum and learning environments in order to meet a range of special educational needs.

We believe that all children have the right to have access to a range of resources to support their learning, and thus SEN resources may be used with any child, in everyday learning situations, when it is deemed appropriate by the class teacher.

## **Section 8: Curriculum**

All pupils in the school will follow the National Curriculum. The provision and delivery of this will be matched to the pupil's level of ability and will promote 'independent' learners.. Planning for pupils with SEN will be integrated into all curriculum areas. IEP's will be working documents that are flexible and meet the needs of the child at any one time. A range of teaching styles and learning strategies will be used within the classroom and group settings to ensure that children reach their full potential.

## **Section 9: Access to the full life of the School**

Simonstone St Peter's C of E School publishes its accessibility plans within its Local Offer which can be found on the website at [www.simonstone.lancs.sch.uk](http://www.simonstone.lancs.sch.uk). To ensure access for pupils, parents or staff with disabilities the school has wheelchair access and a disabled toilet along with hydraulic lifting equipment in the main school building.

A daily breakfast and after school club is operated by a third party (OOSE) and this along with a holiday club is available to all pupils. There are opportunities for all pupils to take part in a variety of lunchtime and after school clubs.

Children with SEN should be able to access all curriculum activities as well as out of school clubs and school educational visits. A risk assessment is carried out prior to any trip to ensure that everyone's health and safety is accounted for. If a child has SEN we will ensure that reasonable adjustments are made to ensure that they can access the trip safely. This may be done by ensuring that an additional adult is on the trip or it could be achieved by looking at the physical environment that they will be accessing e.g. if the visit is suitable for wheel chairs.

When sitting examinations children with SEN can be supported 1:1, have timed breaks, be granted additional time, sit exams in a quiet setting to aid concentration. Access arrangements to the tests will be made when a child's history of need has been considered – this includes the normal classroom practice for that particular child.

At Simonstone St Peter's C of E School we endeavour to include pupils in all activities where feasibly possible and will actively promote children's positive self-esteem in all areas.

## **Section 10: Parental Involvement**

The school is committed to working closely with parents. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. When a child is placed on the SEN register, parents will be invited into school to discuss the provision that the school will be making. Parents are kept informed of their child's progress at parent's evenings, IEP review meetings and where appropriate, TAC meetings.

We aim to fully involve parents, and ask them to co-operate by hearing reading, helping with spellings and supervising homework. A wide selection of reading books is available for use at home and school.

The school has an 'open door' policy and parents are always welcome to call in school at any time to discuss any matter relating to their child's progress with Mrs C Smith or the Class Teacher. It may be advisable to make an appointment if a longer meeting is required.



We endeavour at all times to work closely with parents, taking into consideration their views and feelings, and responding accordingly where appropriate, to support and enhance the education of their child.

Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

The effectiveness of the school's SEN policies and procedures is reported annually to parents in a letter from the SENCo and SEN Governor at the end of the Summer term.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP. If a teacher is concerned about the welfare of a child they should consult the Headteacher (DSP) or Mrs Clare Rossi, (Back-up DSP).

Lancashire County Council's Local Offer can be found at [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND). There is a link from there to Simonstone St Peter's Local Offer which can also be found on the School website [www.simonstone.lancs.sch.uk](http://www.simonstone.lancs.sch.uk).

### **Section 11: Complaints**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and Head, Mrs Christine Smith will discuss the issues with the parents at a meeting.

If the difficulty cannot be resolved then the parents concerns should be put in writing to the SEN Governor, Mrs Kate Clarke. If parents wish to pursue the matter further, The Chair of Governors, Mr John Aizlewood, will become involved after other avenues to resolve the situation have been exhausted.

### **Section 12: Training**

The SENCO/ Head will keep fully up to date of SEN initiatives and statutory requirements and will in turn inform the Governors. The SENCo/Head will plan staff training, development and support so that all teachers and support staff have the knowledge and skills to support the children in their care.

Through engagement with the IDP (Inclusion Development Programme), staff will be supported in developing both their skills and knowledge to identify those pupils who may be struggling as a result of a hidden disability and to use effective teaching strategies to meet their needs.

School takes advice from external agencies including IDSS and Speech and Language to access courses relevant to the needs of the pupils in school.

Non-teaching staff who support individual pupils and groups of pupils will endeavour to attend courses to update their knowledge, and attend INSET training days when appropriate.

### **Section 13: Links**

At Simonstone St Peter's transition between Key Stages is celebrated and before children move into a different key stage or class they meet their new teachers and spend some time in their new class. They get to ask the teachers questions about their new class and the teachers can explain new procedures to them.

Close liaison also takes place with the local High Schools with regard to Primary/ Secondary transfer. Each year pupils visit their forthcoming secondary school for taster sessions and also secondary teachers from the local High Schools visit our school to help ease the transition from Y6 to Y7. The class teacher meets with Y7 liaison staff to transfer relevant information. There is also information sharing between SLT and Y7 staff regarding pupils who might find the transition difficult.

#### **Section 14: Evaluation of the policy**

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors' Report to Parents.

#### **Section 14: Outside Agencies Including Health Services**

##### **SEND Area Office**

East - Hyndburn, Ribble Valley, Rossendale, Burnley and Pendle

Tel: 01254 220563 or 01254 220562

[SEND.East@lancashire.gov.uk](mailto:SEND.East@lancashire.gov.uk)

##### Liaison Officers:

Hyndburn, Ribble Valley and Rossendale - Lauren Robertson

Tel: 07557 030 839

Email: [lauren.robertson@lancashire.gov.uk](mailto:lauren.robertson@lancashire.gov.uk)

##### [SEND Information advice and support service referral form](#) (Parent Partnership)

SEND Information Advice and Support Service (SENDIASS)

Tel: 0300 123 6706

Monday to Friday 8am to 5pm

Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)

##### IDSS (Traded Services)

Hyndburn and Ribble Valley,

Targeted and Early Intervention Services, East IDSS,

Phone: 01254 220561

##### Speech & Language Services

Acorn Primary Care Centre (Hyndburn/Ribble Valley) 01254 736214

St Peter's Primary Health Care Clinic (Burnley) 01282 805920

##### Psychology Service;

Dr Vicky Meredew 01254 220546

##### School Nurse

Padiham Health Centre: 01282 668500

This policy is reviewed annually. Next review September 2018