

ST JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY

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

Introduction

At St John's School the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. The National Curriculum states that 'teachers should set high expectations for every pupil..... teachers should use appropriate assessment to set targets which are deliberately ambitious.' The National Curriculum also states that planning should ensure there are no barriers to every pupil achieving. It is part of a whole school strategy to promote the inclusion and effective learning for all pupils.

St John's CE Primary School has a Special Educational Needs Co-ordinator (SENCo) which is part of the Inclusion Manager's role. Mrs Rachel Ryan is the Inclusion Manager and the named Governor is Ms Karen Woollard, they are responsible for SEN throughout the school. The SENCo is a member of the senior leadership team (SLT) and can be contacted at the school, via telephone on 01985 213446. Mrs Carol Hall is our Family Link worker. She liaises with parents and children, the school SENCo and outside agencies, giving support to our families.

Aims

At St John's School our over-arching aim is to provide the opportunities for every child to develop to be the best they can, by paying attention to these specific areas:

- To create an environment that meets the special educational needs of each child
- Value the role that parents/carers play in their child's education
- Make clear the expectations of all partners in the process
- Identifying the roles and responsibilities of all staff in providing for children's special educational need
- Make reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- Work in cooperation and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- Value every member of the school community and ensure that their self-esteem is promoted

Objectives

- Identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised
- To work within the guidance provided in the SEND Code of Practice 2014
- To ensure that targets which are included within class provision planning are specific, time bound, measurable and achievable
- To plan an effective curriculum to meet the needs of children with a range of special educational needs
- To involve children and parents/carers in the identification and review of outcomes and short term targets set for individual children and to work in close partnership with parents/carers of children who have special educational needs

The success of the school's SEN policy will be judged against the objectives set out above.

What are special educational needs?

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

This includes children who:

- have a significantly greater difficulty in learning than the majority of the children of the same age
- have 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 school within the area of the local authority

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.

The school is aware that other factors may impact on a pupil's progress and attainment and these may not be a special educational need. Such factors could be:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of the Pupil Premium Grant
- Being a looked after child
- Being a child of a serviceman/woman

We make every effort to achieve maximum inclusion for all pupils (including those with SEN) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have full access to the National Curriculum. We use the guidance given in the National Curriculum documents to support inclusion.

Areas of need

The SEND Code of Practice: 0-25 years, identifies four broad areas of need. These are:

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

Identifying behaviour as a need is not an acceptable way of describing SEN and concerns relating to a pupil's behaviour should be described as an underlying response to a need which as a school we will recognise and identify clearly.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Headteacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day SEN responsibilities. All teachers are teachers of children with special educational needs. The new Code of Practice stipulates a four-part cycle. This is known as the graduated approach. At St John's we use the Wiltshire Graduated Response to SEND Support (WRGSS) to aid the identification of need and to collect data for a pupil we are concerned about.

The Four-Part Cycle

Assess: The class teachers and if necessary the SENCo or professionals from external agencies, assess the needs of the individuals, in agreement with parents. This may include the analysis of data including: SATs, reading ages and spelling ages. It will also include tracking individual pupil progress over time, including regular tracking of every child for reading, writing, numeracy and science. The assessment may also be as a result of parental concerns being raised.

Plan: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.

Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.

Review: We evaluate the impact of the support.

The SENCo maintains a record of pupils identified as having a special educational need. This register is reviewed three times a year. Parents are informed if their child is added to the register.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years or time at another school. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years or educational setting and the class teacher and SENCo will use this information to:

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

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular

child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. Advice will also be sought from the Ethnic Minority Advisory Service.

Monitoring and Progress

At St John's school we regularly assess the children and monitor progress made. Teachers of those children making less than expected progress may consult with the Inclusions Manager to consider what else might be done to remove the barrier to them making progress. The review may suggest that the child needs to follow an intervention programme for a short period to plug gaps in the child's learning.

Expected progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum

Graduated Response

At St John's Primary school we will use a graduated response in order to help a child with Special Educational Needs. This will begin with us using a range of interventions and the expertise of the staff to support the needs of the individual. If this has a limited impact we will consider using the services of an outside agency. We will record the steps taken to meet the needs of individual children through the use of an Individual Progress Plan (IPP) or Group Progress Plans (GPP) and provision map and the SENCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for assessment for an Education Health and Care Plan (EHCP), we will provide the LA with a comprehensive record of our work with the child to date.

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

The class teacher after discussion with the SENCo will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given up-dated learning targets. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the parents and child three times a year.

If it is decided that a referral to an outside agency is necessary a SARF (Single Agency Referral Form) will be completed and sent to the Co-ordination Team at County Hall. The relevant pages from WGRSS, a copy of the child's IPP and other relevant supporting documentation will be sent with the SARF.

Managing Pupils Needs on the SEN Register.

All children on the SEN register will have a one page profile. This will be written by the child with adult support, including their parent/carers. This profile will include information which the child wishes others to know about them including how they can be helped or things they find difficult. Some children on the SEN register will need a My Support Plan. This plan includes a one page profile and more detailed information about the child's strengths and weaknesses. It

will also include long term targets and should be read in conjunction with the child's IPP which gives short term targets working towards the long term targets. Parents, pupils, class teachers and other professionals will have input into writing the My Support Plan. This plan needs to be reviewed three times a year. Class teachers are responsible for maintaining the records of individual children. The SENCo monitors records to ensure consistency across the school. After a number of review cycles of a My Support Plan it may be necessary to submit the plan to Wiltshire Local Authority for an EHCP (Education and Health Care Plan) assessment. A My Plan may then be issued detailing additional support for the child based on the Wiltshire banding thresholds.

Criteria for Exiting the SEN Register

If it is felt that a child is making sustainable progress and no longer requires support, which is additional to normal classroom differentiation they may be taken off the SEN register. Before removing the child from the register the views of parents, pupil and other professionals must be taken into account. Those children who are removed from the SEN register will be put on a register of children requiring additional monitoring. All records will be kept and passed onto the next setting.

Partnership with Parents

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

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

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

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

We encourage parents to make an active contribution to their child's education and have meetings three times a year, to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. See the school's medical conditions policy for further information.

Monitoring and Evaluation

The SENCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCo and the Headteacher hold regular meetings to review the work of the school in this area. In addition the SENCo, and the named governor with responsibility for special needs, also hold regular meetings.

The monitoring of the effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

- Classroom observation
- Work sampling
- Scrutiny of planning
- Informal feedback from all staff
- Pupil interview
- Pupil tracking
- Pupil review meetings and records of review meetings
- Monitoring IPPs and GPPs and their targets
- Movement on the register
- Attendance records

Training and Resources

In order to maintain and develop the quality of teaching and provision all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post. Staff training needs will be discussed at this stage and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

Mrs Ryan regularly attends the SENCo cluster meetings in order to keep up to date with local and national updates.

Roles and Responsibilities

The provision for pupils with SEND is a matter for the whole school. The board of governors in consultation with the Headteacher has a legal responsibility for determining the policy and provision for pupils with SEND.

The Role of the Special Educational Needs Governor

The governor's role includes:

- Involvement in the development and monitoring of the SEN policy
- To ensure they are up to date and knowledgeable about the school's SEN provision, including funding and personnel deployment
- Ensuring that SEN provision is an integral part of the SIDP (School improvement and Development policy) and the school's self-evaluation process
- Ensuring the quality of provision is monitored

The Role of the Special Educational Needs Coordinator (SENCo)

The SENCo's responsibilities include:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising colleagues
- overseeing the records of all children with SEN
- Monitor progress of children with SEN in consultation with the assessment leader
- liaising with parents of children with SEN
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- liaising with local secondary schools so that children are supported during the transition process

- keeping the head and the governor with responsibility for SEN fully informed

Other roles

The headteacher is responsible for all safe-guarding matters. The headteacher also is responsible for managing Pupil Premium and Looked After Children funding.

Storing and Managing of Information

All paper documents are stored in a named pupil file, in secure filing cabinets, in the business manager's office. The office is locked overnight. Electronic records are securely held on the SENCo's laptop. Any documents needing to be sent electronically are password protected. SEND records will be passed onto the child's next setting when they leave St John's. Any duplicates of documents will be shredded when no longer needed.

Accessibility

The DDA (Disability and Discrimination Act), as amended by the SEN and Disability Act 2001 places a duty on all schools to increase, over time, the accessibility of schools for disabled pupils. See the school's equality policy and statement and accessibility plan for further details.

Complaints

If parents have a complaint concerning the provision for their child they should discuss this with the SENCo and/or the headteacher. If the matter is not resolved to the parent's satisfaction they should then contact the governor with responsibility for SEN. If the complaint is still unresolved the chair of governors should be involved and the school complaints procedure followed.

Linked Policies and Documents

This policy should be read in conjunction with the following policies and documents.

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Data Protection policy
- Equality policy and statement
- Medical conditions policy

Reviewing the policy

The policy will be reviewed, monitored and evaluated with reference to the aims and objectives outlined. The policy will be reviewed annually taking into account the views of staff, parents, pupils and external agencies.

Rachel Ryan
February 2017