

Alverthorpe St Paul's CE (VA) School, 3-11 yrs

## **POLICY STATEMENT FOR SPECIAL EDUCATIONAL NEEDS**

**To be read in conjunction with SEND Code of Practice 0-25 years July 2014**

### **MISSION STATEMENT**

Alverthorpe St. Paul's Church of England School is built upon Christian values. We will provide the highest quality of education through an innovative and exciting curriculum. We believe that everyone should feel safe, secure, valued and respected. We aim for everyone to be the best they can be in everything they do.

### **CHRISTIAN VALUES**

**Our Christian values underpin our school ethos. We have six values that are explored in detail as part of our collective worship. They are also addressed through the curriculum and are an integral part of our behaviour policy. These values are:**

**KOINONIA THANKFULNESS FRIENDSHIP FORGIVENESS TRUST  
COMPASSION**

### **SPECIAL EDUCATIONAL NEEDS**

Special Educational Needs is a term embracing a wide diversity of need which includes the particular needs of children with learning difficulties, emotional and behavioural difficulties and physical and sensory impairment.

School based provision for children with Special Educational Needs is determined by the Code of Practice where stages for identification and assessment are defined. For the majority of children with SEN, provision can be made within the school situation.

Class teachers will establish and maintain a culture of high expectations which ensure that children with SEN or disability are included in all the opportunities available to other children, so that they can achieve well – and to the best of their ability.

School will do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes, whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN

### **Procedures:**

When we are concerned about a child, the class teacher will use assessment tools available in the special educational needs file to work out where the child is and what is the next step that the child needs to take. The teacher will endeavour to meet those needs, with the support of classroom assistants

where available. Most children's needs are met within the classroom situation through quality first teaching.

When this approach has been tried and progress is very slow or is not happening, the class teacher will consult the Special Needs Co-ordinator (SENCO) who has responsibility for children with Special Needs. Discussions over the provision mapping of the children will take place and decisions will be made as to whether or not the child would benefit from any group interventions. This is the initial phase of the Pathway of Support.

On review of the provision map if the group interventions are not succeeding then a One Page Profile may be appropriate where specific targets are written for that particular child.

The child's parents will also be invited into school for an informal meeting to discuss what problems there may be, and information about the child out of school obtained to inform future decisions. A One Page Profile will be written and a copy sent home to parents.

The teacher will teach following the guidance and objectives set out on the 'One Page Profile', and review it once per term. Parents will be invited to attend the review meetings. The SENCO may also be present. A copy of the reviewed 'One Page Profile' will be filed by the SENCO. The children are said to be at the Additional Educational Support stage.

If, after these approaches have been tried, very slow or no progress has been made by the child then the SENCO may seek support from other outside agencies such as the Local Authority Learning Support Service (LSS) who can periodically attend planning meetings and prioritise children to be screened. Outside agencies may see the child when resources allow, carry out screenings, and provide advice and materials for next steps. Alternatively, the school can carry out screening for Dyslexia, Dyscalculia and reading difficulties using published materials, and they can ask various outside agencies for advice and materials. At this stage a more detailed document called 'My Support Plan' is completed by SENCO and parents. This is then at phase one of the pathway of support. (see appendix for flow chart of phases)

For a child with specific, more severe problems they may be seen by the Educational Psychologist for a more detailed assessment, advice and support. Support is usually provided for within the school resources of tools, equipment, teaching and planning time and additional support assistant time. Where outside agency support is involved, which also includes the services for Visually Impaired, Hearing Impaired, Speech and Language Therapy and other medical services, the child is still within the Additional Educational support stage. This is then at Phase Two of the Pathway of Support.

Very occasionally children are put forward to request an Education, Health Care Plan. This is Phase Three of the Pathway of Support. Parents may request a statement, but the LEA will immediately ask school for evidence and views. Referral may result in a multi-disciplinary assessment to determine the

appropriate level of resource allocation in order to meet the educational needs of the child. This may include tools, equipment and Special Needs Assistant hours funded by the LA.

Phase Four of the Pathway of Support is where the Local Authority receive the request for an Education, Health Care plan. Wakefield Education, Health and Care panel will then consider the information provided and decided whether there is enough evidence to proceed with the education health care plan.

At Phase Five the draft plan is submitted to the Wakefield Education, Health and Care panel for confirmation of the plan and the extra resource required.

Phase Six is where the education health and care plan is issued.

Phase Seven is the first review of the Educational Health and Care plan and this occurs within the twelve months and then every twelve months after that. Reviews can be held earlier if necessary.

**Class teachers remain responsible for the education of the children in their class, but with appropriate advice, resources and support where available.**

Mrs Sarah Wood  
Updated and reviewed January 2018