



# St John's Church of England Voluntary Aided Primary School

## S.E.N. Policy 2018

Policy confirmed by the Governing Body of St John's CE Primary School on:

Date: \_\_\_\_\_ Sept 2018

Chair of Governors  
B. Rowswell

Inclusion Lead: Carolyn Wilkinson Deputy Headteacher (currently working towards National Award for SEN Co-ordination 2018 -2019)

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### Context

St John's Church of England Primary School, Gosport is on a rapid journey to acquire 'good' in the next OFSTED inspection (due November 2018.) The school has focused on consistency in teaching and learning across the school, with high expectations and ambitions for all children. Data is being used in a much more forensic way, so that all staff understand what is needed to be done to improve children's progress from their starting points and to target significant groups. This includes our children with SEN.

### Rationale

At St John's Primary School we believe that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

We believe that every teacher is a teacher of every child, including those with SEN.

We believe that we should liaise effectively with agencies concerned with the physical and mental health of children and have a role to play in the early identification and management of health related problems.

This policy aims to set out the organisational procedure and strategies through which these are to be met, with reference to the 1996 Education Act and the Special educational needs and disability code of practice: 0 to 25 years 2014. (The 2001 code still applies for those who have a SEN statement under part 4 of the Education Act 1996, rather than an education, health and care (EHC) plan under the Children and Families Act 2014.) Please refer to: 'Special educational needs and disability code of practice: 0 to 25 years DFE January 2015 Chapters 1 and 6

SEN Policy 2018

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**This policy should be read in conjunction with all other school policies, particularly Teaching & Learning, Behaviour and Assessment, Marking and Feedback.**

**It was developed with staff, the SEN Governor and shared with our stakeholders, including governors, parents and families.**

## Definition of Special Educational Needs

Under the 2014 Code of Practice:

1. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
3. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
4. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

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

Children have a learning difficulty if they have:

- learning difficulties - in acquiring basic skills in an early years setting, school or college
- social, emotional or mental health difficulties - making friends or relating to adults or behaving properly in an early years setting, school or college
- specific learning difficulty - with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing impairment, visual impairment or physical difficulties which might affect them in an early years setting, school or college
- communication problems - in expressing themselves or understanding what others are saying
- medical or health conditions - which may slow down a child's or young person's progress and/or involves treatment that affects his or her education.

NB – The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example may not have special educational needs, but may still have rights under the Disability Discrimination Act. The school aims to ensure that each child receives the appropriate provision based on their identified needs.

## Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

### Special Education Provision means:

For children of two or over, educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Children Act 1989 and the Disability Discrimination Act 1995

## Aims and Principles

1. Raise the aspirations of and expectations for all pupils with SEN.
2. Offer a consistent, whole school approach to pupils with special educational needs.
3. Ensure that the school is active in the early identification and assessment of special needs.
4. Ensure that appropriate provision for special needs is made including academic, behavioural and emotional needs.
5. Ensure that children with special educational needs have access to a broad and balanced curriculum with relevant and appropriately differentiated tasks/activities.
6. Ensure that children with special educational needs have access to a range of materials and learning styles required to further their learning and development.
7. Recognise the responsibility of all staff in assisting children to achieve their full potential by setting suitable learning challenges.
8. To help each child to learn to appreciate and value his or her own strengths and involve them in planning and decision making eg setting and reviewing of targets.
9. Remove potential barriers to learning and assessment.
10. Develop active, mutually supportive relationships with both parents or carers and children.

## Procedures

Identification, assessment and monitoring of special educational needs follows the model set out by The Code of Practice (2014)

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support –

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Types of SEND which we currently have in school include children with a formal diagnosis as well as those with learning profiles consistent with a diagnosis:

### Communication and Interaction

- Autistic spectrum and language delays / disorders
- Speech sound delays / disorders
- Social communication difficulties

### Cognition and Learning

- Dyslexia, dyspraxia and dyscalculia
- Moderate learning difficulties
- Global developmental delay

### Social, Emotional and Mental Health

- ADHD and ADD
- Emotional difficulties and attachment disorders
- Mental health difficulties

### Physical and Sensory

- Physical disabilities, including fine and gross motor problems
- Visually impaired
- Hearing impaired.

St John's has a graduated approach with four stages of action:

- Assess  
In identifying a child as needing SEN support the class or subject teacher, working with the Inclusion Lead (IL) and Inclusion LSA (ILSA), will carry out a clear analysis of the pupil's needs, which should be reviewed regularly. The views and experience of parents will also be part of the assessment process. In some cases, outside professionals from health or social services may already be involved with the child.
- Plan  
Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the IL/ILSA will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

- Do  
The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The IL/ILSA will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Parents will be advised on what they can do at home to help support any intervention or learning.
- Review  
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.  
The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the IL/ILSA, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.  
Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Children at SEN Support Children with SEN are identified by one of two assessment routes, both of which are part of the overall approach to monitoring the progress of all pupils:

- The progress of every pupil is monitored and discussed at termly pupil progress meetings. Where children are identified as not making progress (using teacher assessment data and results from standardised tests) in spite of Quality First Teaching they are discussed with the IL/ILSA and, where necessary, a plan of action is agreed .
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 SEN Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - Is significantly slower than that of their peers starting from the same baseline
  - Fails to match or better the child's previous rate of progress
  - Fails to close the attainment gap between the child and their peers

If parents have got concerns, they can also request that we look more closely at their child's learning. We take all parental concerns / requests seriously and investigate them all. Frequently the concern can be addressed by Quality First Teaching or some parental support. If this is not the case, a period of monitoring will take place and the child may then be placed at SEN Support on our SEND register. The IL/ILSA and various staff members are qualified to undertake a range of standardised tests with children. These assessments can be used by the IL to inform a teacher's own understanding of the needs of the child.

Although the school can identify special educational needs, and make provision to meet those needs, we cannot offer other diagnoses. Parents are advised to contact their GP if they think that their child may have ASD, ADHD, a mental health issue (e.g. heightened anxiety) or some other medical problem / disability.

Individual Behaviour Management Plans (IBMPs) will be in place for children who are unable to access their learning, as seen by inappropriate behaviour – for those children whose needs are not met through the school's Behaviour Management Policy. The IBMP will be written with all staff working with the child, to re-engage them in their learning. They must be shared with parents each time they are reviewed.

## Partnership with parents

- The school aims to ensure that parents and children are fully aware of the school's procedures for children with SEN.
- The school aims to work in partnership with all relevant parties for any child at any of the stages listed above.
- Three times each year an evening is set aside for teachers and parents to discuss all children, and parents will be informed if their child is on the SEN register.
- The IL will be available during these evenings to meet with a class teacher and parents or to see the parents in an additional meeting.
- Class Action Plans addressing additional support for each child with SEN needs must be shared with the parent and a copy, to be kept in school, signed and dated by the parents. A copy should be given to the parents to enable them to support their child's targets at home.
- Particular emphasis is given to involving the child, using a coaching style, where possible in the process of reviewing and setting of targets.
- Written reports will be given to the parents in the Spring and Summer Terms which will inform them about the progress of their children throughout each academic year.

## Roles and Responsibilities

The Inclusion Lead (IL) is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
  - co-ordinating provision for children with SEN
  - advising on the graduated approach to providing SEN support
  - advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
  - liaising with parents or carers of pupils with SEN
  - liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
  - being a key point of contact with external agencies, especially the local authority and its support services
  - liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
  - working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
  - ensuring that the school keeps the records of all pupils with SEN up to date

The Governing Body is responsible for:

- having due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs

- doing its best to secure the necessary provision for any pupil identified as having special education needs.
- ensuring that all teachers are aware of the importance of providing for the SEN children.
- consulting with the LEA and other schools, when appropriate, and reporting annually to parents on the success of the school's policy for children with special educational needs.
- ensuring that parents are notified of any decision by the school that SEN provision is to be made for their child.
- The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Teachers are responsible for:

- Knowing which children are on the SEN register.
- Informing parents of SEN children of the progress their children are making
- Informing parents of any change of SEN status ie new to register, move on register up or down.
- Writing and reviewing Class Action Plans for children with SEN needs.
- Scaffolding work and providing appropriate resources
- Liaising and reviewing progress with LSAs, IL, ILSA and Headteacher
- A consistent approach to behaviour management
- The consolidation of any programmes within the classroom
- Being aware of the programmes that children with special educational needs are using and the progress they are making.
- Contributing to any paperwork or meetings necessary for individual children with special educational needs.
- Ensuring that children on specialist programmes are withdrawn and re-integrated with minimum effect on the child.
- Supporting LSAs working under their direction

Learning Support Assistants are responsible for:

- Attending meetings to discuss SEN issues within the school
- Giving regular feedback to class teachers
- Taking part in training to develop SEN skills
- Offering training to other LSAs
- Working with children under the direction of the class teacher and IL/ILSA
- Contributing to any paperwork or meetings necessary for individual children with special educational needs.
- Ensuring that children on specialist programmes are withdrawn and re-integrated with minimum effect on the child.

## Principles Underlying SEN Provision

We acknowledge current legislation, and recognise that a percentage of our children may have a special need at some stage in their school career. Some children may have a statement.

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

Children have a *learning difficulty* if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. 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 schools within the area of the local authority; or
- c. are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them

## Identification, Assessment and Provision

Procedures will follow the SEN Code of Practice; Model of Assessment and Identification (Appendix I)

The importance of early identification of children with special educational needs is recognised and assessment is seen as a continuous process which aids the identification of strengths and needs. The rate of progress in learning is seen as an important diagnostic factor.

The following assessment procedures are established for monitoring the progress of pupils

- Formal and informal classroom assessment
- Dyslexia screening assessments
- Working memory screening assessments
- Boxall screening for use in nurture needs identification
- EYFS profiles
- Progress measured against objectives in the English and Maths curriculum
- Progress measured against P-level descriptors
- SATs results
- Classroom observations
- Standardised screening and assessment tools
- Behaviour diaries recording incidences of behaviour
- ABCC charts
- Assessment and information from outside agencies such as EP, identifying additional needs
- Any relevant concerns from parents
- Information passed by feeder school

## Process of Identification and Action to meet Special Education Needs

School Identification and strategies

A child who is on the SEN register:

- After a period of time, despite strategies put in place by the class teacher pupil makes little or no progress
- Pupil continues working substantially below that expected of children of the same age
- Pupil continues to have difficulty in developing Literacy and/or Numeracy skills
- Pupil has emotional and behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

#### Action to be taken

- Class teacher, parents and IL monitor and review action taken, and inform parents that the pupil needs to be on the Special Needs Register
- Class teacher, parents and IL to review targets and ensure that an appropriate Wave 3 intervention is in place
- Advice from external agency, as appropriate, to support planning and provide more specialist assessments and resources
- Class teacher continues to support pupils learning in class
- IL/ILSA liaises with outside agency
- Support through extra help in the classroom and highly differentiated work
- Some group or 1:1 work will be necessary
- Support for transition between Key Stages

Some children will require more support than can be offered by being on the school's special needs register. It may then be necessary to request an Education Health and Care Needs Assessment.

#### Education Health Care Plan (EHCP)

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, the IL/ILSA will provide information for the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations

A pupil with an EHCP (or a Statement of Special Educational Needs will have the following support)

- A plan which will be reviewed annually with class teacher and parents – outside agencies to be invited. The review will consider pupil progress in relation to targets, the setting of new targets, and consider whether to cease, continue or amend the plan
- The review in year 5 will consider the transition to secondary school in year 6
- Continued support from outside agencies
- Appropriate level of support from an LSA
- Opportunities to work on targets set in statement or review
- Highly differentiated work from class teacher or LSA

- Targets to be written three times each academic year, to incorporate targets in the plan or review
- IL/ILSA will track progress and together with class teacher and LSA set appropriate targets

### Inclusion

**At St John's we believe that all children should be treated inclusively.**

**Children should only be withdrawn for specialist small group or 1:1 support for short periods, giving minimum interference with other subjects. Progress of withdrawal from class will be monitored and reviewed regularly to ensure that it has maximum impact on a child's learning.**

### Provision for pupils with special educational needs at St John's C of E Primary School

#### An inclusion team, consisting of:

- Inclusion Lead (IL). This is a skilled, senior member of staff whose job it is to effectively oversee the early identification of children with SEN and provision for SEN in the school, liaising with the Inclusion Team, Headteacher, Staff and Governors of the school as well as external agencies.
- ILSA – Inclusion Learning Support Assistant. Works alongside the IL to identify children with SEN and to plan time limited programmes to address needs, which are reviewed regularly.
- Home School Link Worker  
A skilled, highly trained member of staff who is available to work with children and parents tackling issues such as attendance and school anxiety.
- ELSA – Emotional Literacy Support Assistant  
The ELSA is trained to deliver support to children for their emotional literacy needs
- Behaviour support/pastoral lead – a very experienced member of staff who works with children and parents, using strategies to improve behaviours and attitudes to learning.

These members of staff meet weekly to discuss and review the children they are focused on. A written report is provided to the headteacher and a termly report to the Governing Body.

Other support offered by the school is:

- Lunch time support  
Three members of staff run a lunchtime fun club for KSI and KS2 children and often give priority to children finding unstructured play difficult.
- Toilet and changing facilities  
The school has a well equipped wet room for children with disabilities, including an electrically operated changing table.

#### Learning Support Assistants

The school employs a large number of Learning Support Assistants (LSAs) who support in the classrooms during the mornings. Each has received training in a range of skills and, as a team, can teach a wide range of structured programmes, such as:

- Phonographix
- Precision teaching
- Sidney
- Accelerread / Accelerwrite

LSAs work with individuals and groups of all abilities in the classrooms, supporting and promoting the achievement of differentiated objectives and providing feedback to the class teacher. Some LSAs work directly 1:1 with children who have an EHCP or statement of special educational needs, to enable them to achieve to their potential and to access the curriculum offered to all children. This may involve them producing resources to enable this access. The team also support Speech and Language Therapy Programmes – two staff have had training in this area.

Many LSAs have specialist training in a variety of areas including – Hearing Disability, ASC, First Aid, Off-site activities, mini-bus driving etc.

Equality Act 2010

The Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014

Relevant legislation Primary Sections 36 – 50 of the Children and Families Act 2014

The Care Act 2014

Section 2 of the Chronically Sick and Disabled Persons Act 1970 Sections 17, 20 and 47 of the Children Act 1989

Regulations The Special Educational Needs and Disability Regulations 2014

The Special Educational Needs (Personal Budgets) Regulations 2014 142

Special Educational Needs (Miscellaneous Amendments) Regulations 2014

The Community Care Services for Carers and Children's Services (Direct Payments) Regulations 2009

The National Health Service (Direct Payments) Regulations 2013

The Special Educational Needs and Disability (Detained Persons) Regulations 2015