



**Special Educational Needs Policy  
Summer 2015**

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

“I have come that they shall have life in all its fullness.”

John 10.10

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE (February 2013)
- SEND Code of practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### **Purpose of Policy**

To outline the special educational needs at St John the Evangelist Church of England Primary School.

### **Aims and Objectives:**

Every teacher is a teacher of SEND

### **We aim to:**

- Ensure that the arrangements made for pupils with special educational needs are in line with the requirements of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice 2014.
- Value the uniqueness of each member of the school and provide a planned curriculum, designed to help all children achieve their potential and develop their abilities to the full.
- Ensure that all our pupils with special educational needs are able to take part in all the activities of the school including those which take place outside of school hours.
- Ensure that we involve our parents in school life and keep them updated about their children's progress.

### **Objectives:**

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education and health care services and preschool/early year settings, prior to the child's entry

into the school. Where needs have not been previously identified, staff have an obligation to report observations to the SENCo.

- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continued monitoring of those pupils with SEND by their teachers will help ensure that they are able to reach their full potential.
- Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENCo and Head Teacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and all pupils' needs catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's development. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with the support of outside agencies when pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals.

### **Definition of Special Educational Needs and Disabilities**

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

Children have a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of their 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 care of the local authority.
- 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.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice (2014) into four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

### **Children must not be regarded as having a learning difficulty solely if they have:**

- Disability
- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- English as an Additional Language
- Being a child of Servicemen/woman

- Behaviour Difficulties

The children highlighted above, will not be considered to automatically have a Special Educational Need or disability but it may impact on progress and attainment.

### **Staff in school who work with pupils with Special Educational Needs and their Parents:**

Everyone in the school community – governors, staff, pupils and parents – has a positive and active part to play in achieving the aims of our SEN policy.

The following people have particular responsibilities:

#### **Governors**

The governors will fulfil their statutory duties to pupils with SEND by maintaining a policy which has regard to the Code of Practice on the identification and assessment of SEND; by evaluating the success of the provision; by reporting to parents annually; by securing appropriate resources; by keeping up to date and knowledgeable about the school's SEND provision, including how funding and personnel resources are deployed, and by participating in appropriate training. The governors are responsible for monitoring the use of all resources allocated to the school for SEND. The governors will appoint a member of their body to take particular responsibility for carrying out the day-to-day responsibilities of their role and keeping them informed.

#### **Head Teacher**

The Head Teacher has the responsibility for the day-to-day management of all aspects of the school's provision for children with SEND, keeping the governing body fully informed and working closely with the SEN Co-ordinator (SENCo).

#### **Class Teacher**

Where a child has been identified as having SEND, support will be put into place as follows:

The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.

The class teacher and SENCo will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a half-termly basis.

The class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on an Individual Education Plan (IEP) or a learning passport. This will be reviewed on a termly basis.

The SENCo will deploy appropriate support through the intervention programmes or individual support.

Regular feedback between class teacher and intervention staff will ensure continuity in learning for the child.

The SENCo will keep records of the progress made through interventions and will track the cost of these.

The class teacher will use formative assessment strategies to monitor progress made towards IEP/ learning passport targets and adapt where necessary.

Following review meetings between teachers and parents, the SENCo will review the impact of interventions and strategies used to date. Where adaptations are required, the SENCo and class teacher will discuss these and make adjustments to the provision. It may be decided that further investigation is required by the school SENCo in identifying specific difficulties whereby in-school assessments will be used.

Where the SENCo and class teacher, along with parents, feel that further advice or input is required, the SENCo will refer the child to an external agency.

### **Learning Support Assistants**

Provide specified work and carry out planned programmes of work according to children's IEP/ learning passport. They also support the child with small groups within the classroom.

### **Lunchtime Staff**

Lunchtime Supervisors and Lunchtime Play Workers are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

### **Identifying when a pupil has special educational needs:**

It is important that a pupil's special educational needs are identified as early as possible. We will always let parents know as soon as we feel that their child may have a special educational need. After a discussion with their child's teacher, they are asked to sign and acknowledge that their child has been placed on the special educational needs register. Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School's SEN register. The aim of formally identifying a pupil with SEND is to help the school to ensure that effective provision is put in place and so to remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

The ways in which we identify pupils have a special educational need are:

### **Before a child starts at the school**

Our foundation stage teachers visit the children in their preschool setting before they start and talk to other professional, identifying any concerns they may have.

### **In School**

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible.

This could be through:

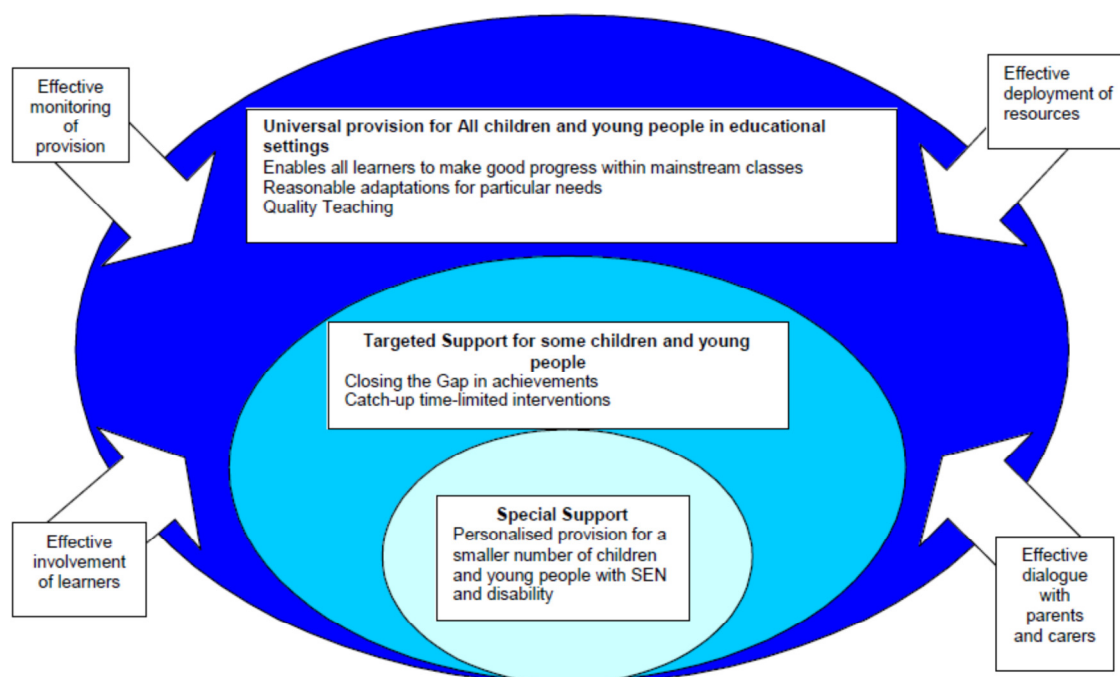
- Teacher observation and assessment
- National Curriculum assessment
- Screening or assessment tools used, including P Scales where appropriate
- Information passed on from previous schools
- Information from parents

The class teacher will liaise with the SENCo, and the SENCo will gather information about pupils and will work with the staff involved to decide on any action that needs to be taken.

### Children who enter In-Year

- SENCo liaises with staff from leaving school
- All paper work is transferred on admission of SEND pupil

The school will use the graduated response as laid out in the SEND Code of Practice 0-25 as follows:



### The provision we make for children with Special Educational Needs:

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs they may have.

We support pupils with special educational needs by:

- Specially prepared learning materials
- The use of ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Using specialist intervention programmes within the Waves of Provision
- Social skills programmes
- Seeking support and involvement from Outside Agencies.

### Special Needs Register

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the Special Needs Register. The criteria St John the Evangelist Church of England Primary School use to identify children as having a special educational need is detailed below:

- A child is working significantly behind their peers and not making adequate progress.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.
- All children in school have educational targets set for them regularly. If the class teacher and the SENCo feel that a child needs targets in addition to the targets already in school which address their specific Special Educational Needs then they may be given an Individual Education Plan (IEP) or learning passport.

The targets on the IEP/ learning passport are based on collaboration between all the parties involved i.e. the child, parent, SENCo, teacher and Head Teacher. Staff work hard to ensure that the targets are:

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time limited**

#### **Parents are involved in reviewing these targets.**

Prior to September 2014, there were two levels to the SEN Register (School Action and School Action Plus). The new Code of Practice in July 2014 adjusted this so there is now just one level to the SEN Register following the Criteria described in the previous section.

#### **Education Health Care Plan**

The majority of children and young people with SEN or disabilities will have their needs met within the local mainstream early year's settings or schools. Some children and young people may require an Education Health Care 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.

One of the significant changes arising from the new code of practice is the replacement of the current Statement of Special Educational Needs, for those children with the most complex needs, with a new Education, Health and Care Plan. This will be supported by an Education, Health and Care Plan pathway.

#### **The local offer**

As part of the new Code of Practice, July 2014, Local Authorities must publish a Local Offer, setting out in one place, information about provision they expect to be available across education, health and social care for children and young people in their care who have a SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents; disabled young people, and those with SEND and service providers in its development and review.

The Local Offer should cover:

- Support available to all children and young people with SEN or disabilities from universal services such as schools and GPs
- Targeted services for children and young people with SEN or disabilities, who require additional short-term support over and above that provided routinely as part of universal services
- Specialist services for children and young people with SEN or disabilities who require specialised, longer term support
- Schools are also required to be transparent in what their setting offers in terms of support for children with SEND.

## **Record Keeping**

We record all steps taken to meet pupil's special educational needs. The SENCo is responsible for these records and for making sure they are made available to those who may need to see them. The records kept for a pupil with SEND may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and the use of additional support
- Provision maps detailing the support they have been given and the impact it has had
- Assertive mentoring files
- The child's own views of their needs
- Information from Health/Social Services
- Information from outside agencies

## **Assessment**

We assess all the children on the SEN register three times per year. This information is then used to inform their IEP/ learning passport targets, and to track children and inform future SEND provision. We have other tools we use in school to assess children, these include:

- Dyslexia Screener
- Letters and Sounds progress assessment
- Salford Reading and Spelling age tests
- Assertive Mentoring Assessments
- Specific assessments associated with Intervention Programmes being followed
- Pupil progress meetings also take place between the SENCo and the class teacher, where appropriate

## **Information management**

It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.

- We ensure that all staff in school, including auxiliary staff are made aware of individual pupils' special educational needs and what provision is made. This is often through the use of a Pupil Profile or provision map.
- We ensure that the children's needs are reviewed regularly. The targets are reviewed and new targets are set every term. Children who have more complex needs are reviewed with a separate meeting with all parties involved. The children are fully involved in setting their own targets.

### **Working with parents**

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEND get the most out of their education. In our school, we involve parents with:

- Review meetings which follow "learning conversation" format
- Developing the child's assertive mentoring profiles
- Homework policies and arrangements
- Sharing information through SEND section on the website
- Parents evenings
- Acting as voluntary helpers
- Providing breakfast and after school clubs for pupils
- Developing an "open door" ethos towards parents which welcomes and values their views
- Sharing information with other people on their own experiences and knowledge of aspects of SEND.

### **Working with children**

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Involve children in their target setting
- Enable pupils to express their feelings about how their needs are being met
- Ensure that the views of pupils are sought and recorded by the School council.
- Encourage pupils to become involved in the wider life of the school.

### **Working with LA Support Services**

We have a range of Support Services in North Somerset that we can call upon to give us advice, support and training on SEND.

### **Other Schools**

We work closely with other schools to ensure that transitions between schools are successful.

### **Admission to School**

Our school's admission policy ensures that we will never refuse to admit a child to school simply because s/he has special education needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs.

### **Our School Access Plan**



Under our duty of care, we have an accessibility plan which describes how we intend to improve access to learning in our school for pupils who have disabilities.

### **How we develop staff knowledge and skills:**

We gather information every year to help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs. All school based staff are able to undertake whatever training they need in order for them to develop their knowledge and skills in the area of special educational needs. This training is provided in the following ways:

- In-house training
- Mentoring
- Job shadowing
- Visits to/links with other schools
- Attendance at externally provided training events
- Participation in accredited training opportunities

### **How provision for special educational needs is funded**

The Head Teacher will manage funds to meet the differing needs of the pupils in the school with SEND. The governors require the Head Teacher and SENCo to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, provided that there is no disadvantage to the pupil to whom they are normally allocated.

### **How we evaluate the policy**

The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEND

- Parent's views are sought through questionnaires and through talking with parents
- The progress of pupils with SEND is measured
- External support services are used if a need is identified
- Pupil's views are sought on what helps them to learn effectively through the school council and individual discussions with teachers, SENCo and governors
- The school is constantly striving to improve its provision for SEND through performance management and the continuing professional development of all its staff to meet the full range of SEND within the school.
- All pupils are encouraged to participate fully in the life of the school

**The Special Needs Co-ordinator is Catherine Cowell**

**The aspiring Special Needs Co-coordinator is Rebecca Edmonds**

This policy will be reviewed at least every three years.

**Signed:**

**Date:**