

St John's Stonefold Church of England Primary School

Special Educational Needs Policy

September 2015

Written by: Emily Parr

Review date: September 2016

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

- Equality Act 2010: Advice for Schools DfE Feb 2013
- Schools SEN Information Report Regulations
- 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

Roles and Responsibilities:

The person responsible for managing SEND provision (SENCo) in school is Miss Emily Parr, supported by Mr Stephen Oldfield (Head Teacher).

SEN Governor: Lynne Jones

Designated Lead for Safeguarding: Mr Stephen Oldfield

Children Looked After (CLA) Lead: Mr Stephen Oldfield

Children with Medical Needs: Mrs Sandra Jackson

Special Educational Needs and Disability Officer: Ann White 01254 220563

SEN Governor:

Lynne Jones is the current Governor with responsibility for SEN at Stonefold. She has regular contact with the SENCo and the Senior Management Team to keep up-to-date with and monitor the school's SEN provision. School must make an annual report to parents on the school's current SEN provision.

Special Educational Needs Co-ordinator (SENCo):

Miss Emily Parr (supported by Mr Stephen Oldfield) is responsible for the arrangements for SEN provision throughout school. Miss Parr/Mr Oldfield:

- have responsibility for the day to day operation of the SEN policy
- maintain a register of children with SEN, and ensure that the records on children with SEN are up-to-date
- work closely with the Senior Leadership Team, the teaching and support staff in co-ordinating provision for our SEN children
- manage Teaching Assistants attached to individual children with EHCs
- liaise with the staff in school who have responsibility for child protection, attendance and family support issues
- liaise with the Co-ordinator for Medical Needs
- work closely with the parents of children with SEN
- liaise with outside agencies to gain advice and support for children with SEN
- contribute to in-service training for staff on SEN issues.

The SEN Support Staff:

The school employs 7 Teaching Assistants at Level 3 to support the SENCo and class teachers in delivering learning programmes to children with SEN throughout the school. They are deployed as follows:

- 2 TAs for the Foundation Stage
- 1 TA for Class 2 (Years 1 and 2)
- 1 TA for Class 3 (Years 2 and 3)
- 1 TA for Class 4 (Years 3 and 4)
- 1 TA for Class 5 (Years 5 and 6)
- 1 TA one to one support with a child, currently in Year 3

These TAs work with individual children and with small groups on very specific intervention programmes. They meet with the SENCo each week to plan and review, and to adapt the learning programmes they are delivering, if necessary.

In Key Stage 2 Sandra Jackson, Sharon Ramsden and Ellie Wright (TAs) support SEN children by teaching literacy and skills to small withdrawal groups and individuals.

Children with EHCs are supported on an individual basis by TAs employed by the school from the funding delegated by the LEA for this purpose.

At St John's Stonefold we are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's background, interests, experience, knowledge and skills, so that all children regardless of individual needs make the best possible progress.

We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

At different times in their school life, a child or young person may have a special educational need. The code provides a definition of SEN:

'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 them. A child of compulsory school age or a young person has a learning difficulty if they:
Have a significantly greater difficulty in learning than the majority of others of the same age; or
have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'

If a child has SEN, we will work closely with them and their parents to provide provision that is additional to or different from the differentiated curriculum which is already in place. We work with children to overcome barriers to learning.

Aims of SEN provision:

- To identify pupils with SEN as early as possible and put relevant and purposeful intervention in place;
- To identify children who are underachieving and identify reasons for this;
- To support children to make the best progress of which they are capable;
- To maintain appropriate records and to monitor pupil progress;
- To provide full access to the curriculum in all areas;
- To work in partnership with children and parents.

Identifying Special Educational Needs:

Special Educational Needs and provision can be considered as falling into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical
(SEN Code of Practice 2014)

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENCo liaises closely with other members of the leadership team and class teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, PIPs, SATs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

At St John's Stonefold we identify the needs of our children by considering the needs of the whole child and not just the special educational need.

We consider what is NOT SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman

The Code of Practice (2014) suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching.

Children will only be placed on the SEN register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEN register is kept by Miss Emily Parr and Mr Stephen Oldfield in consultation with class teachers.

A Graduated Approach to SEN:

At St John's Stonefold **high quality teaching (wave 1)**, differentiated for individual children, is the first step in responding to pupils who may have SEN. This means:

- that the teacher has the highest possible expectations for all the pupils in their class
- that all teaching is built on what children already know, can do and can understand
- different ways of teaching are in place so that children are fully involved in learning
- specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support all children to learn
- teachers will let parents know what their child is learning and how they are progressing

At school we regularly review the quality teaching for all pupils, including those at risk of underachievement. Children's progress is constantly reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions. The decision to make Special Educational Provision involves the SENCo, class teacher and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEN Support and is school based. This may include additional provision at Wave 2 or 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

Targeted Interventions (Wave 2):

- These may be run in the classroom or in sessions outside of whole class learning
- They are teacher led and may be delivered by a teacher or teaching assistant
- These are usually group sessions with specific targets to help children to make progress – targets are used in both groups and class work
- Interventions will be assessed and monitored by the school leadership team and the SENCo
- Parents are informed when their child is in intervention groups and targets and progress are shared
- Parents invited to attend sessions to share aims and work of these groups

Specified Individual Support (Wave 3):

- Some pupils will follow 1:1 work; such as if the learner has an Education Health and Care Plan or if they have been assessed by outside agencies
- Children with Social, Emotional and Mental Health needs are supported by the SENCo or trained TAs.

For higher levels of need school may liaise with external agencies and professionals. Specialist agencies we liaise with include:

- Speech and Language Therapy Services
- Educational Psychology Service
- Inclusion and Disability Support Service (IDSS)
- A specialist teacher in the identified area of need
- Stepping Stones Short Stay School
- The Medical Services, including CAMHS and TAMHS
- The social services – especially Looked After Children
- The Traveller Service

The School Nurse Team are available to train staff for any specific medical need.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants. We review educational processes for all children in school termly.

Links with Other Schools and transition:

The SENCo and the Foundation Stage class teachers arrange visits to the Early Years setting when they are informed of a child with SEN who will be starting school at Stonefold. When a child already has a ECH Plan they are usually invited to attend the child's Annual Review held during the Summer term in the Early Years setting.

At Year 6 transition the SENCo provides information on request to the local feeder Secondary Schools about children with SEN who have chosen to go there. For pupils with EHC plans the SENCo arranges a meeting with the SENCo from the chosen Secondary School, the class teacher at Stonefold, the parents and the child during the Summer term prior to transition.

The SENCo is always looking for links to make with other schools to support us and advise on matter, which may be different than normally dealt with in school.

The 'triggers' for further intervention:

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. We have adopted the 'graduated approach' set out in the 2002 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The 'triggers' for further intervention are one or more of the following:

- PIPs scores indicating poor early learning skills at the start and end of Foundation Stage
- Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - The child is working at a level below the national expectation for that Year Group
 - The attainment gap between the child and his peers is getting wider
 - A previous rate of progress is not being maintained
 - Little progress is being made when teaching approaches and resources have targeted a child's identified area of weakness

- PIVATS assessments in KS1 and in KS2 showing how far below the national expectations the child is working
- The class teacher's annual assessment profiles showing underachievement in one or more curriculum areas
- Low scores in diagnostic testing
- Emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes
- Self-help skills, social and personal skills inappropriate to the child's chronological age
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After children, in liaison with Children's Services
- For a child who is new to the school, records from the previous school indicating that additional intervention has been in place
- Parental concerns regarding academic progress, behaviour social adjustment and/or communication skills
- Other adults concerns e.g. from medical services, Educational Psychologist, Children's Services, Learning Mentor, School and Children's Centre Family Liaison Officer

Managing Pupil Needs on the SEN register:

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps put in place from there.

A class teacher may use a range of ways to record next steps, these being:

- Individual Education Plans
- Individual Behaviour Plans
- Pupil Passports
- SEN Support Plans
- Provision Maps

Children and families are involved in planning for progress through regular discussions about 'next steps'. The child's voice is central to every review of progress.

A child will be exited from the SEN register when they are accessing differentiation within the class; that is they do not need anything above and beyond what is offered to the class as a whole.

Supporting Children and Families:

Families can be directed towards the school's SEN Report (<http://www.st-johnsstonfold.lancs.sch.uk>) and Lancashire's Local Offer (<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashire-local-offer.aspx>) in order to make decisions about next steps for children.

Admission arrangements for the school are described in the school's Admissions Policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within existing school provision. Pupils with an Education, Health and Care (EHC) Plan will not be discriminated against in line with the legislation outlined in the SEN and Disabilities Act 2001. A ramp is provided at the school entrance, the areas of school which needed to be accessed by pupils is all on one level and there is a large disabled toilet area in school.

Transition between Key Stages is fully supported at Stonefold. Children and families will have the opportunity to access support from class teachers, the Senior Leadership Team and the SENCo within school in order to make smooth transitions.

We use the Common Assessment Form (CAF) and Team Around the Family (TAF) to facilitate links with other agencies.

Supporting Children with Medical Conditions:

Mrs Sandra Jackson is in charge of the care and provision of children with medical needs in liaison with the SENCo and Head teacher.

At school we recognise that children with medical conditions should be effectively supported to have full access to education, including school trips and physical education. Some children with medical conditions will be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some will also have SEN and may have an Education, Health and Care Plan which brings together health and social care, as well as special educational provision.

Monitoring and Evaluating SEND Provision in School:

The SENCo regularly completes audits of SEND provision in school in order to gain child, parent and staff views. The SENCo regularly feeds back to the governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual reviews in school and improvement of provision for all pupils.

Training and Resources:

Training needs and resource implications are identified through pupil progress meetings and a Provision Map for intervention is put in place. The person responsible for updating the Provision Map for intervention is Miss Emily Parr.

Support staff and teacher appraisals and professional discussions identify individual training needs. Training is put in place in response to these discussions.

Resources are identified to meet individual needs through regular review of pupil attainment and progress.

The SENCo regularly attends training to keep up to date with local and national updated in SEND.

Funding:

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and disabilities. Most of these resources are determined by a local funding formula discussed with the local schools forum.

Schools have an amount defined within their overall budget, called the notational SEN budget. This is a not ring-fenced amount and is for the school to provide high quality appropriate support from the whole of its budget. (Code of Practice 2014).

Storing and Managing Information:

Documents are stored securely in school. Hard copied of documents are kept in locked cabinets. Electronic copies of documents are password protected. Electronic transfer of records is done securely.

Complaints Procedure:

If any parent has any concerns regarding the education of their child with SEN, they should contact school immediately and make an appointment with Miss Emily Parr and Mr Stephen Oldfield or the class teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise concerns with the school's governor responsible for SEN – Lynne Jones. Parents may ask the LEA to conduct a statutory assessment of their child at any time. the LEA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence that a statutory assessment is not necessary. The LEA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.