

Grimsargh St Michael's C of E Primary School



SEN Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Objectives

In line with our mission statement our objectives are to:

1. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.

Teachers and Teaching Assistants aim to share IEPs with children in KS1 and KS2, to ensure children take a greater responsibility for their learning.

2. Ensure good working relationships with parents, carers and the community.

Teachers provide differentiated homework and activities for parents to complete with their child at home.

The SENCO offers all parents of special needs children the opportunity to meet with her to discuss their child's learning plan or IEP.

3. Ensure that the school continues to offer a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.

Teachers plan differentiated lessons to cater for the needs of different groups of children.

Wave 2 and Wave 3 intervention is used for provision time and to inform planning for maths and English lessons.

Teaching assistants are placed in classes according to the needs of the children. It is the responsibility of the class teachers to plan how the teaching assistants are used within individual lessons.

4. Ensure that the learning needs of pupils with special educational needs and other vulnerabilities, are identified and assessed as early as possible, and their progress is closely monitored.

The Head teacher, senior leadership team and class teachers monitor the progress of the various groups of children within school, using the assessment tracker.

The SENCO tracks the progress of the children on the special needs register each term and shares the findings with the senior leadership team and the special needs governor.

Class teachers track the progress of the children in their own class and attend a termly meeting to discuss provision in their class. This provides a clear overview of provision in school. The impact of provision is evaluated at termly pupil progress meetings. The SENCO reports to the full governing body annually.

Roles and Responsibilities

The Head teacher, has the overall responsibility for managing the provision for all children including children with SEND. The SENCO, Miss Helen Smith, is responsible for the day-to-day provision of the SEND policy. The designated SEN Governor is Mr Matthew Smith. The school also employ a part time specialist special needs teacher, Mrs Lynne Crook. The SENCO and Head teacher work closely with the SEN Governor and staff to ensure the effective day-to-day operation of the school's Special Educational Needs Policy. They will identify areas for development in special educational needs and contribute to the school's Development Plan.

The SENCO will ensure that appropriate arrangements for the provision of education for children with special educational needs are met through:

- Appropriate allocation of support staff as defined within any Education Health and Care Plan.
- Appropriate arrangements made for specialist teacher input as defined within any Education Health and Care Plan.
- Maintaining and regularly reviewing a register of children with Special Educational Needs within the school.
- Ensuring the objectives of the SEN policy are reflected in the practices of the school.
- Ensuring that all staff are aware of the children with special needs within their classroom and plan accordingly.
- Ensuring that all staff are familiar with and follow the SEN policy and stages of identification.
- Supporting staff with children in class with special educational needs.
- Liaising with external agencies where needed for advice and support and follow CAF procedures
- Accessing appropriate training for support staff, after discussion with the Head teacher.
- Keeping abreast of local and national developments within SEN and reviewing current practice accordingly if necessary.
- Meeting with the SEN governor on a termly basis and writing a report to the governing body each year.

All teaching and TA staff will be involved in the delivery of the SEND policy. Class teachers are responsible for differentiating the curriculum for pupils with SEND and monitoring their progress. They are responsible for the writing and reviewing of IEPs with input from TAs, the SENCO, specialist teachers, external agencies (where appropriate), parents and pupils.

Subject leaders will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material.

Admissions

Pupils with special educational needs will be admitted to Grimsargh-St-Michaels C of E Primary School in line with the school's Admissions Policy. The school will liaise with nurseries and pre-sSchools, and where a child has been identified as having additional or special educational needs the relevant

information will be shared between the SENCO, class teacher and TA and a meeting held with the family, if necessary.

Resources

The governors will ensure that the needs of pupils are met by employing a SENCO. Along with the Head teacher, the SENCO will use a child's EHC plan and LEA banding document to identify the areas of pupil need and make appropriate provision. Support is dependent on the banding of the EHC plan, as is any additional specialist teaching input. Additional resources to meet the requirements of the plan are made available. Additional resources are available in core subjects and foundation subjects, to assist any child needing additional support. This is often done through group work and catch up programmes (Wave 2 support) and 1:1 and group intervention and in-class support (Wave 3). TAs may also support other children within the class as directed by the teacher. One of our teaching assistants also supports children with social and emotional needs, through nurture group sessions.

Identification, Assessment, Reviews

Section 5.32 of the Code of Practice 2014 States that:

'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 and sensory and/or physical needs. (Chapter 6, paragraph 6.28 onwards, of the Code of Practice 2014 gives a fuller explanation).

The areas stated above give an overview of the range of needs that we as a school aim to plan for. The Code of Practice acknowledges that, *"...individual children often have needs that cut across all these areas and their needs may change over time."*

Therefore, the provision made for a child with special needs is based on an understanding of each child's strengths and requirements. The purpose of identifying a child as having special educational needs is to work out what action we, as a school need to take, rather than fitting a pupil into a category.

At Grimsargh St Michael's, a child with special needs is one who has significantly greater difficulty in learning from the majority of other children of the same age or a disability that hinders them from taking full advantage of the educational provision provided.

The school has adopted the Special Educational Needs and Disability Code of Practice (2014) with regards to the identification and assessment of children with special educational needs. This includes if the class teacher or the SENCO identifies a child as needing interventions that are additional to or different from those normally provided within the differentiated activities within the curriculum. Then, in consultation with the parents/carers, the child will be placed on the list of pupils felt to require extra intervention.

Evidence in one or more of the following areas may be a trigger for intervention:

- Making little, or no progress, even if teaching approaches have been targeted at the child's area of weakness and the child has had extra provision/ placed on the provision map for two terms.
- Showing signs of difficulty in developing Literacy or Numeracy skills which result in poor attainment in some curriculum areas.
- Showing persistent social, emotional and/or behavioural difficulties.

- Has sensory and/or physical problems.
- Has communication or interaction difficulties.
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If Wave 2 interventions have not resulted in either greater progress or in a child attaining in line with age related expectations, then further information will be gathered and the child placed on the SEN register and given 1:1 support. Information will be gathered from parents/carers, observations and appropriate assessment. Any strategies devised that are additional or different to normal provision will be recorded as an Individual Education Plan (IEP). IEPs are reviewed weekly by teachers and teaching assistants, then evaluated before each half term holiday (October, February and May). New IEPs are written and distributed after each half term holiday, except when a new child is added to the special needs register. This may be written at any point in the school year.

The school has experience of supporting children who have had a variety of special needs.

The Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation. At Grimsargh St Michael's C of E Primary School we understand that the following factors alone do not constitute SEN:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We also understand that identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to child or young person's behaviour will be dealt with according to the school Behaviour Policy.

A Graduated Approach to SEN Support

The Code of Practice for the identification and assessment of special educational needs is fully implemented at Grimsargh St Michaels C of E Primary School. All pupils are monitored closely by the class teachers. Every teacher is a teacher of every child or young person including those with SEN. If a member of staff has a concern about a child they speak with the SENCO and/or Head teacher to express this concern. The teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. First quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Additional intervention and support cannot compensate for a lack of good quality teaching. The Head teacher, senior leadership team and the SENCO regularly review and, where necessary, seek measures to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. There is now a single category of support, SEN Support. At Grimsargh St Michael's C of E Primary School we have a graduated response to SEN.

All teachers are teachers of special educational needs. Pupil progress meetings take place each term with the Head teacher. During termly pupil progress meetings, teachers discuss pupils who are not making at least expected progress (identified on the pupil tracker). They also discuss extra provision and interventions during the pupil progress meetings. Extra provision for children increases the frequency of the assess, plan, do, review cycle. The children have extra intervention lessons.

In school we may also increase the intensity of our response, beyond Wave 1, Wave 2 and Wave 3 intervention and seek external/ specialist advice from the specialist special needs teacher, speech and language therapists, educational psychologists or occupational therapists. Some pupils may require a more targeted approach so they have an individual education plan and they are placed on the special needs register.

Some of the pupils on the special needs register have a medical need. The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs and may have an Education Health and Care Plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Pupils with medical conditions are identified on the Special Needs Register and also have a separate Medical Care Plan. See the school's policy for supporting pupils with medical conditions.

Statutory Assessment

If a child demonstrates significant cause for concern and there is evidence that strategies or programmes have been implemented over a reasonable period of time without success, then a request can be made for statutory assessment to the Local Education Authority (LEA). The LEA will then assess the evidence collected and, if necessary, issue an Education Health and Care Plan. This will clarify the special needs of the child, objectives to help and necessary support to input them. Some children still have statements.

At Grimsargh St Michael's C of E Primary School all the children with EHC Plans are monitored carefully, by the SENCO and the specialist special needs teacher- Lynne Crook. Mrs Crook assesses the children on a termly basis and writes a Learning Plan for the class teacher, parents and teaching assistant to work from. (See Appendix 4) The Learning Plan states key areas of learning and very specific learning objectives for the class teacher to plan from. The Learning Plan is a working document. It is evaluated by the teacher and teaching assistant on a weekly basis and by Mrs Crook on a termly basis.

Criteria for exiting the SEN register

A pupil is only removed from the SEN register when the class teacher, Head teacher, SENCO and parents are in agreement. Usually this would be after at least two terms of supporting evidence that proves that the child is working at the expected level for their age.

Equal opportunities

These issues are addressed in the Accessibility Plan and the school's Local Offer, which form part of the School Development Plan. They consider the areas of access to the curriculum, the building and information.

'Disabled pupils and those with special educational needs frequently make outstanding progress'
OFSTED 2014

Success Criteria

The SENCO and Head teacher regularly liaise regarding issues surrounding children on the SEN register. Any significant issues arising are shared with the SEN Governor, Mr Matthew Smith. The SENCO also reports each term to the SEN Governor.

Criteria used to judge effectiveness of the policy and provision will include:

- Evaluated Learning Plans for children where appropriate.
- SENCO, Head teacher and SLT monitoring progress based on EYFS profile and optional and KS1 SATs results and the Lancashire Tracker data.
- Evaluated IEP targets
- Teacher Assessment /views
- Parental views
- Pupils' views

Complaints

Any concern about the nature of provision made for a child with special educational needs, should be addressed to the class teacher, who will endeavour to deal with any problem that has arisen. If the concern cannot be satisfied this way then the Head teacher and/or SENCO should be addressed. Should the parent/carer wish to take the concern further they should approach the designated SEN Governor (Mr Matthew Smith).

The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. At each and any of the stages, the concern will be addressed fully in the hope of a quick and satisfactory solution and parents/carers kept fully informed. Parents will also be informed about assistance available through Parent Partnership and how to make representations to the LEA.

Training

The Governing Body through the school INSET training funding and SEN budget will encourage in-service training for any of the staff in relation to special educational needs when appropriate. Staff will be made aware of suitable training opportunities and allocation of places on courses will be made in line with the School Development Plan, professional management targets and funding available. The SENCO at staff meetings and through INSET will keep staff up to date informally.

Outside Agencies including Health Services

If monitoring and assessment of a child with special needs shows the need for external support services of any kind, the SENCO will ask for the involvement of the relevant service after consultation with the parent/carer. This may take the form of Medical Services, Speech and Language Therapy Services, Educational Psychologists or Children's Social Care. This will usually mean a CAF (Common Assessment Framework) being completed by the SENCO and parents to access support from the relevant agency. The school will also employ the services of specialist teachers to fulfil the requirements of any particular EHC Plan.

Parents

The school recognises and values the input and partnership of parents/carers in the provision of special educational needs and strives to involve them at every opportunity. The school supports and encourages the work of IAS Team and recommends their confidential and impartial services to the parents/carers of children in the school with special educational needs. A referral form is available via the following link www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/. Parents are requested to fill in a referral form and they will be contacted within 7 working days. For general information about SEND or to find out if the service can help you contact:

Tel: 03001236706 Monday to Friday 9am to 5pm Email: information.lineteam@lancashire.gov.uk

Transition to other schools

The school realises the importance of a smooth transition between schools for children with special educational needs at any stage in their school life. A comprehensive and sensitive programme of visits and opportunities for familiarisation of staff and facilities is promoted with pre-school children and with SEND children transferring to secondary school.

The school has established close links with the high schools, and works at ensuring a smooth transition from primary to high school. This includes involving the SENCO at the high school in the annual reviews of Y6 children, possible additional visits for the children and parents, and appropriate collating and passing on of records. Transition to another Primary School is carefully considered, with contact made with the relevant staffing, and full and current records passed on. The school maintains strong links with all child health services, Children's Social Care and other agencies. It encourages the links with voluntary organisations, which work on behalf of children with special educational needs and disabilities.

This policy complies with the statutory requirement laid 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 Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- 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
- Medical Policy
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Guidance taken from 'Nasen' November 2014.

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