



# LEIGH ST PETERS CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams.

## SPECIAL NEEDS POLICY:

**Date of Policy:** Autumn Term 2016  
**Review Date:** AUTUMN 2017  
**Member of staff responsible:** Kerry Newton

### 1. Introduction:

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs at Leigh St Peters CE Primary School. Special educational provision means: for children of three 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 LA, other than special schools in the area.

LA guidelines and the new Children & Families Act (2014) Part 3 Children and young people in England with Special educational needs or disabilities have been taken into consideration in the formulation of this policy

The Act aims to provide children, young people and their parent's greater control and choice in decision making regarding SEN provision by:

- Replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.
- The new legislation came **into force on 1st September 2014**

This document provides a framework for the identification and provision for children with special educational needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and confidently committed to the agreed strategies.

#### Four key elements of good practice

- A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents and pupil (LEADERSHIP & WHOLE SCHOOL SIGN UP)
- Knowledgeable and sensitive teachers who understand the processes of learning and the impact that SEND can have on these (WORKFORCE DEVELOPMENT & CPD)
- Creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers (QUALITY FIRST DIFFERENTIATED TEACHING)
- Access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making progress (PERSONALISED APPROACH/ TARGETED SUPPORT)

## **2. Aims**

Our aims for SEN are to:

- Identify all children who need special consideration to support their physical, social, emotional or intellectual development
- To provide one stage of SEN Support – Wave 3 intervention to develop children’s learning and narrows the gap.
- Develop and use a Graduated Approach – Assess – Plan - Do – Review to meet the needs of all children
- Recalibration of the teacher leading on support – the responsibility & accountability of the class teacher for all pupils progress regardless of special needs to narrow the gap
- To provide quality first teaching for all pupils including that of special educational needs – the class teachers responsibility for teaching and narrowing the gap
- The SENCO is the school specialist for SEN and will co-ordinate the graduated response in conjunction with the teacher.
- Ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework
- Ensure that these children are fully included in all activities of the school with reasonable adjustments where required
- Involve parents developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

## **3. Principles and objectives of learning support policy**

We seek:

- To provide a broad, balanced and suitably differentiated curriculum relevant to their individual needs
- To show an understanding that supporting difficulties in learning and / or behaviour as part of a high quality mainstream education service
- To be aware that any pupil at some time in their education may have special educational needs
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels
- To be aware that every child is entitled to a sense of achievement
- To identify pupils as soon as possible who will need extra resources and / or teaching help within their school career
- To work in partnership with the child’s parents and other external professional agencies to provide for the child’s individual needs

## **4. Named person**

The named person responsible for coordinating learning & support is Kerry Newton, Deputy Headteacher with the responsibility for Inclusion.

## **5. Responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole. All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school aims by:

- Helping with the development of this policy
- Being fully aware of the school’s procedures for identifying, assessing and making provision for pupils with special educational needs
- Commitment to a partnership approach to provision

## **5i, The role of the governing body:**

The governor responsible for oversight of the school's special needs provision is Mrs Lisa Sharland.

The governing body, in co-operation with the head teacher monitors the school's general policy and approach to the provision for children with SEN, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The school leadership (governors, head teacher and senior staff) work towards the school's aims by:

- Taking responsibility for devising and implementing this SEN policy through widespread consultation
- Maintaining and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Maintaining appropriate staff and funding arrangements

The governing body:

- Does its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Keeps up to date with current and new legislation for Special Needs taking into account the new Children & Families Act (2014) Part 3 Children and young people in England with Special educational needs or disabilities
- Ensures that where the head teacher has been informed by the LA that a pupil has special educational need, those needs are made known to all who are likely to teach them
- Ensures that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Consults the LEA and the governing bodies of other schools, when it seems necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- Ensures that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Has regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs
- Ensures that parents are notified of a decision by the school that SEN provision is being made for the child

The governing body:

- Is fully involved in developing and monitoring the school's SEN policy
- The SEN governor is up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- Makes sure that SEN is an integral part of the school improvement plan
- Continually monitors the quality of SEN provision
- Supports the Inclusion Manager in carrying out duties set out in Children & Families act
- To hold the teachers accountable for quality first teaching of children with Special Educational Needs

## **5ii The role of the headteacher:**

The head teacher works towards the school's aims by:

- Overseeing provision for children with special educational needs
- Keeping the governing body fully informed
- Working closely with the inclusion manager to co ordinate provision

### **5iii Inclusion Manager:**

The inclusion manager in collaboration with the head teacher and the governing body plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN and narrow the gap. The inclusion manager monitors the class teacher to provide QFT and differentiation appropriately, to take day-to-day responsibility for the operation of the SEN policy and co ordination of the provision made for individual children with SEN, working closely with staff, parents and carers, and other agencies. The inclusion manager also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN

With relation to SEN, the inclusion manger's key responsibilities include:

- Overseeing the day-to-day running of the school's SEN policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing teaching assistants to provide wave 3 intervention
- Overseeing the records of all the children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with the external agencies including LA officers, special schools, outreach, Education Psychology service, health and social services, and voluntary bodies

### **6. Admissions:**

Children who meet the admission criteria will be admitted to the school provided the appropriate level of facilities is available to meet their individual needs. The special needs policy document will be used in conjunction with other school policies. All children, including those with special needs, will be expected to follow the behaviour policy

### **7. Facilities for pupils with disabilities at Leigh St Peters CE Primary School:**

The school has a disabled parking bay, disabled toilet areas, a changing area, and access to the playground without needing to use stairs and highlighted edges to the outside steps. Some classrooms have sound field systems (reception). Writing slopes and stability cushions are also available for use. Workstations are available for children with complex learning needs. Support from the pastoral team for behaviour management, attendance and outside agencies.

### **8. Resource allocation**

Resources are allocated for special needs by the Headteacher and finance committee of the governing body. The inclusion manager, in consultation with the head teacher, is responsible for the use of these resources and the development of the designated support staff.

### **9. Identification**

Children are referred to the inclusion leader by the class teacher, pre-school advisor or the children's previous school. The class teacher will express concern to the parents. Once a referral has been made, the inclusion manager will collate information on the child's special educational need, with reference to the following descriptors:

- Cognition and learning
- Behavioural, emotional and social development
- Communication and interaction
- Sensory and physical development

On the basis of this profile, the inclusion manager may choose to identify the appropriate SEN level for the child based on the LA guidance for wave descriptors for additional support and discuss with the class teacher and parents how best to help the child.

## **10. "Additional to and different from" support**

The identified children are placed on the SEN register (K) or noted as having a Statement of Special Educational Needs or the new Educational Health Care Plan. The inclusion manager, class teacher and teaching assistant identify attainment targets according to the needs of the child and decide how the child can be best supported to help him/her achieve those targets. The support provided is recorded on a provision map

- Records are kept of the work undertaken by the child, and of the progress made towards achieving his/her targets
- Reviews are regularly undertaken by the inclusion leader, class teacher, teaching assistants, parents and children
- Additional Annual Reviews, with parents in attendance, are held for children with a Statement of Special Educational Needs or EHC

Parents are kept informed of all the discussions and decisions concerning their child. They are invited to attend regular meetings with the class teacher and inclusion Manager and can make additional appointments at any time.

### **10i. Levels of intervention – summary of descriptions**

The school adapts a gradual response to children who have special educational needs, recognising that there is a continuum of special educational need – under new guidelines all children requiring extra support will be recorded as one stage of SEN Support Wave support – (Wave 2 & 3) this is a Graduated Approach of the principles of Assess – Plan - Do – Review. The first port of call is quality first teaching at the appropriate level by the class teacher. Therefore the class teacher is leading on support for the children with special educational needs.

### **10ii. SEN Support**

#### **Wave 2 – differentiated input**

The pupil will require support that is additional to or different from the differentiated curriculum provided for all pupils. The support will be catered for within the resources of the mainstream school, enabling curriculum access and independent learning

#### **Wave 3 - Intervention**

The pupil has significant levels of SEN which requires additional support to be targeted specifically at the pupil's needs. The school will engage with external services on behalf of the pupil, building on arrangements for School Action

#### **Statutory Action**

The pupil will have long term needs arising from a major disability in one or more of the following four dimensions:

- Cognition and learning
- Behavioural, emotional and social development
- Communication and interaction
- Sensory and physical development

The pupil's SEN will be characterised by the LA after formal assessment of needs. There will be a need for prolonged inter-agency involvement with the use of the Educational Health Care plan 0-25.

## **11. Providing curriculum access and inclusion**

- Teaching SEN pupils in mainstream classes
- Ensuring that all pupils with SEN join all the activities of the school so far as this is reasonably practical with reasonable adjustments
- Ensuring that a differentiated curriculum is offered to pupils in accordance with the teaching and learning policy of the school

Where appropriate this may involve:

- Liaison with other schools, outreach services and external agencies
- The provision of mechanical aids to support learning
- Adaptation of the material presented to a group within the class
- The provision of "additional to and different from" support directly linked to individual targets which break learning down into steps manageable by the particular child or group at the same learning level
- A personal support plan or targets aimed at modifying behaviour
- Periodic withdrawal either individually or as part of a group
- Reallocation of a child to a year group in which his / her chronological age does not match that of the rest of the group. Such a move would be made exceptionally; where a child's social or emotional development makes relationships with peers difficult. It would always follow consultation with parents

### **11i. Strategies**

Suitably differentiated work - in teacher delivery, support provided and expected pupil outcome - in order to facilitate full and equal access to the curriculum:

- Working in a variety of groups
- Providing opportunities for success
- Pupils should be involved planning their own learning through self assessment and target setting

The effectiveness of the implementation of then policy is measured by:

- Movement down the stages of the register
- Improvements in reading / spelling ages etc
- Improvements noted by assessments using PIVATS/B-squared
- Performance in SATs / opt. SATs
- Value added residual data

### **11ii. SEN INSET (in-service training and education)**

- The inclusion Manager will attend appropriate courses and conferences as they arise to develop the schools policy and practice
- The inclusion manager will attend regular meetings for SENCOs arranged by the LA advisory service
- Other teachers and teaching assistants will attend SEN courses which interest and have a particular bearing on children they are supporting
- Regular staff meetings will focus on whole school priorities and provide opportunities to learn how to support our learners more effectively
- In-house training during INSET days for specific training needs – this may involve a visiting external specialist

### **12. Complaints:**

In the case of complaint regarding special needs provision, then procedure outlined in the school complaints policy will be followed

### **13. External agencies**

Liaison with external agencies occurs as and when it is required, using the appropriate referral channels

#### **14. Partnership with parents**

- Ensuring that all parents are aware of the school's arrangements for SEN, including the opportunities for meetings between parents and inclusion manager
- Informing parents when a child is placed on the Special Needs Register and offering an opportunity for discussion and exchange of information
- Regular consultation with all parents of children with SEN
- Valuing parents' wishes for their children
- Inviting parents input regarding their child's progress and areas for development
- Open door policy

#### **15. Partnership with pupils**

The school encourages pupils to share concerns, discuss strategies and review progression, thus seeing themselves as equal partners with the school. The way in which the children are encouraged to participate in the decision-making process reflects their growing maturity

#### **16. Liaison with other schools**

- Making every effort to contact other nursery classes and playgroups for discussion of children with SEN before they enter the nursery/reception class
- Contacting the previous school of any child with SEN entering the school at a point other than Reception to determine how the child will be inducted to enable us to benefit from previous knowledge of that child
- Planning meetings involving the head teacher, inclusion manager and prospective class teacher to ensure that the school has all the relevant information regarding the needs of any child entering the school. In addition, we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the child's continuing development. This is particularly important at KS3 or movement to special provision.

At secondary transfer a meeting with the representative of the receiving school is usually arranged so that information concerning the educational needs of the child can be discussed

If a child has a Statement or EHC, a provisional recommendation is made in the year previous to transfer so that parents can consider options at the same time as other parents. The child's Statement is then amended by end of the Autumn Term of the year of transfer in the light of the recommendations of the Annual Review, the parents' views and preferences and the response to consultation by the LEA with the school concerned. All arrangements for a child's placement will be completed no later than the beginning of April before transfer

Where possible, the SENCo of the receiving school will attend the final review of the pupils with Statements for whom a particular school has been named

#### **17. Mechanisms for Review and Evaluation of the School's Special Needs Policy**

- A review of the policy will take place regularly
- It is responsibility of the governing body, and in particular the designated special needs governor, to ensure that it is carried out
- Where necessary name and details will be updated