



Special Educational Needs Policy:

Date of Policy:	January 2021
Review Date:	January 2022
Member of staff responsible:	SENCo (Mrs L. Gardner) Senior Leadership Team and Governing Body

1. Introduction and Legal Framework:

This document is a statement of the aims, principles and strategies for provision, for children with Special Educational Needs at Leigh St Peter's CE Primary School. Special educational provision means: 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.

We at Leigh St Peter's, will fulfil our legal duties under the [Equality Act 2010](#) in respect of safeguarding children with special educational needs and all vulnerable children. [Local Authority guidelines](#) and the new [Children & Families Act \(2014\) Part 3 Children and young people in England with Special educational needs or disabilities](#), have underpinned the formulation of this policy.

The Act, which came into force on 1st September 2014, aims to provide children, young people and their parents greater control and choice in decision making regarding SEND 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 the reviewing and developing provision process, for those with special educational needs and to publish a 'local offer' of support

It also 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 are confidently committed to the agreed strategies.

2. Aims

Our overarching principle is one of inclusion, where we focus on the well-being and progress of every child and where all members of our community are valued. All children have access to a broad and balanced curriculum, which meets their social and learning needs. We aim to reduce possible barriers to learning, so that all children will: achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Our aims for SEND are to:

- Identify all children who need special consideration to support their physical, social, emotional or intellectual development.

- To provide SEND support to develop children's learning and also their social, emotional and behavioural development, to narrow the gap.
- To develop and use a Graduated Approach – [Assess – Plan - Do – Review](#) to meet the needs of all children.
- To ensure that the class teacher is responsible for all children's progress, regardless of special education needs.
- To provide high quality intervention to those children who might be finding it difficult to maintain age related expectations.
- To provide quality first teaching for **all children** by adopting an inclusive approach to teaching and learning.
- The SENCo is the school specialist for SEND and will co-ordinate the graduated response in conjunction with the teacher.
- To ensure that children with special educational needs, are given appropriate support, to allow every child full access to the National Curriculum in a positive framework.
- To ensure that children with special educational needs are fully included in all activities of the school, with reasonable adjustments where required.
- To develop effective relationships with parents and families to enable them to have full confidence in the strategies adopted by the school and to work in a collaborative manner.

3. Principles and objectives of learning support policy

We seek:

- To provide a broad, balanced and suitably differentiated curriculum relevant to children's individual needs.
- To show an understanding that supporting difficulties in learning and / or behaviour, is part of a high-quality mainstream education service.
- To be aware that any child, at some time in their education, may have special educational needs.
- To promote self-worth and enthusiasm by encouraging independent learning at all developmental stages.
- To be aware that every child is entitled to a sense of achievement.
- To identify children as soon as possible, who will need extra resources and / or teaching help, within their school career and to act accordingly to ensure support is provided.
- 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 and support is Lauren Gardner, Assistant Headteacher, with the responsibility for Inclusion.

5. Responsibilities

Provision for children 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.
- Upholding a committed approach to ensuring effective provision is provided.

5i. The role of the governing body:

The governor responsible for oversight of the school's special needs provision is Mr Gary Shepherd.

The governing body, in cooperation with the Headteacher, monitors the school's general policy and approach to the provision for children with SEND, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

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

- Taking responsibility for devising and implementing this SEND 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:

- Works in conjunction with the SENCo 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 Headteacher has been informed by the LA that a child 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 children who have special educational needs.
- Consults the LA and the governing bodies of other schools, when it seems necessary or desirable, in the interests of coordinated special educational provision.
- Ensures that a child 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.
- Has regard to the [SEND Code of Practice](#) when carrying out duties towards all children with special educational needs.
- Ensures that parents are notified of a decision made by the school, that SEND provision is being made for their child.
- Is fully involved in developing and monitoring the school's SEND policy.
- The SEND governor is up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- Makes sure that SEND is an integral part of the school improvement plan.
- Continually monitors the quality of SEND 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 coordinate provision.

Siii Inclusion Manager:

The inclusion manager, in collaboration with the Headteacher and the governing body, plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND and narrow the gap. The inclusion manager monitors teaching and learning, specifically quality first teaching and differentiation for those pupils who require such an approach, in order to take responsibility for the operation of the SEND policy and coordination of the provision made for individual children with SEND. They will work closely with staff, parents and carers, and other agencies to ensure provision provided is of a high quality. The inclusion manager also provides related professional guidance to colleagues, with the aim of securing high quality teaching for children with SEND.

With relation to SEND, the inclusion manager's key responsibilities include:

- Overseeing the day-to-day running of the school's SEND policy.
- Coordinating provision for children with special educational needs.
- Liaising with and advising fellow teaching staff.
- Managing teaching assistants to provide wave 3 intervention where required.
- Supporting all staff to provide wave 2 early intervention, where required, to prevent children requiring further SEND support in the future.
- 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 are 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 Peter's 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. Some classrooms have sound field systems. 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 is available.

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 Headteacher, is responsible for the use of these resources and the development of the designated support staff.

9. Identification

When a member of staff has determined a child requires additional support, a referral is made to the inclusion manager by the class teacher, pre-school advisor or the pupil's previous school. The class teacher will liaise with parents and discuss the concerns raised. Once a referral has been made, the inclusion manager will collate information on the child's special educational need, with reference to the following four areas of development:

Cognition and learning	Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.
Behavioural, emotional and social development	Children and young people who have difficulties with their emotional and social development may find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.
Communication and interaction	Communication and interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.
Sensory and physical development	There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

On the basis of this profile, the inclusion manager may choose to identify the appropriate SEND level for the pupil, consulting with LA guidance, and discuss with the class teacher and parents how best to help the child.

10. "Additional to and different from" support

Children identified as requiring special educational support are placed on the SEND 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 which ensures that:

- 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 Educational Health Care Plan.
- 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

Once a potential special educational need is identified, four types of action should be taken to put effective support in place:

1. Assess: 2. Plan: 3. Do: 4. Review

This is known as the graduated approach.

There are 3 stages, known as 'waves' that outline the provision that we provide for our pupils:

- **Wave 1** – This is the effective inclusion of all children in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.
- **Wave 2** – This is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs. A child requiring Wave 2 intervention will be set measurable targets, which will be detailed in an Individual Education Plan. Both the child and their parents will be consulted with about these targets, which will be reviewed termly.
- **Wave 3** - This is targeted provision for a minority of children, where it is necessary to provide highly tailored intervention, to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions. There may be a need for prolonged inter-agency involvement with the use of the Educational Health Care plan 0-25.

The tables below show some of the strategies our school uses to support all children's relationship, behaviour and learning needs. All children are offered the universal support, some children may also need targeted support and a few children may need additional intensive support. Early Intervention is important for us and we use the strategies: prevention, identification, early support, and access to specialist support as outlined in the **Mental Health and Behaviour 2018 DFE publication**.

Behavioural, emotional and social development

UNIVERSAL	TARGETED SUPPORT	INTENSIVE
Safety Cues in all aspects of school life: <ul style="list-style-type: none"> - Soft start to the day for all. After break and after dinner for Year 4, 5 and 6 - Meet and Greet just inside the classroom - Staff who are warm, empathic, playful and curious (PACE) - Interaction with children that ensures social engagement - No shouting practice across school (unless a child is in danger) 	Staff adjust expectations around recently identified vulnerable children to correspond with their developmental capabilities and experiences of traumatic/emotional stress.	An emotional available adult is allocated for daily contact.
Children, staff and parents sign the home-school agreement.		
Staff relationships are strong and interactively repair occasions when they may have become defensive.	Staff work with parents through a home-school diary	Staff work with parents and other agencies, if appropriate, through regular meetings.
Scripted interventions Restorative conversation	Restorative conversation	Restorative conversation
Provide stress regulation strategies during the day, particularly during transitions eg: Mindfulness music, breathing and peer massage.	'Time-in' with an adult to regulate.	'Time-in' with a key adult to regulate.

PSHE and Intervention groups within the classroom	Small Targeted groups – including Nurture provision provided by the Pastoral Team	Targeted Support – including Nurture, Play therapy etc
Completion of Boxall Profile by class teacher and yearly reviews	Termly reviews of Boxall profiles	Completion of Motional questionnaires and ACE surveys (if appropriate) – termly reviewed.
	Solution Circles are used to develop a review of a child’s behaviour	EP Assessment
	Individual Behaviour Plan (IEP) and targets are in place.	PSP (Pastoral Support Plan) is completed with LA support.
	Positive Handling Plan (PHP) is in place and reviewed regularly.	PHP is in place and reviewed regularly
	Risk Assessment completed by SLT	Risk Assessment completed by the Local Authority Officer
	Support with referrals to paediatric support.	Referrals to Occupational Therapist, SALT etc

Cognition and learning

UNIVERSAL	TARGETED SUPPORT	INTENSIVE
Differentiated curriculum planning, activities, delivery and outcome. Use of interactive teaching styles which make maximum use of visual and kinaesthetic, as well as auditory / verbal learning	Small targeted group work, including working in the Small Learning Community (SLC) Precision teaching	Staff work with parents and other agencies, if appropriate, to support teaching and learning. - TESS - Education Psychologist
Consideration of seating plan within the classroom to ensure an inclusive learning environment	Small group work with adult support	
Careful grouping of children for teaching and learning	Individual Education Plan (IEP) to detail specific targets.	TESS Assessment
Whole class visual timetables	Now/Next board to structure learning	EP Assessment
Coloured overlays used on the main whiteboard in every classroom to be dyslexia and visual stress friendly.	Individual coloured overlays to reduce visual stress	Referral to outside agencies

Communication and interaction

UNIVERSAL	TARGETED SUPPORT	INTENSIVE
Careful grouping of children for teaching and learning	Individual Education Plan (IEP) with targets - Tailor made resources - Staff training to use Makaton	SALT Assessment and programme of support to be delivered in school Support programme from EMAS

Careful planning of the school's Christian values within the PSHE curriculum	Social skills intervention groups accessed through Nurture provision	Social stories
PSHE and intervention groups within the classroom	Resources and books to aid communication of feelings and ideas accessed through Nurture provision	SALT referral and play therapy
Calm and relaxed environment in which children feel safe and confident Interaction with children that ensures social engagement	Early intervention using visual aids to support communication	

Sensory and physical development

UNIVERSAL	TARGETED SUPPORT	INTENSIVE
<ul style="list-style-type: none"> - Soft start to the day for all. After break and after dinner for Year 4, 5 and 6 - Meet and Greet just inside the classroom - Staff who are warm, empathic, playful and curious (PACE) 	Sensory circuits to encourage the development of sensory processing skills	Referral to Occupational Health and TESS
Consideration of all children's needs within the classroom: <ul style="list-style-type: none"> - Adapted Seating Strategies for the classroom 	Working alongside parents to meet the needs of children. Resources to support learning: <ul style="list-style-type: none"> - Fidget boxes - Balance cushions - Writing - Individual Education Plan (IEP) to detail specific targets. 	Referral to Occupational Health, TESS, EP Assessment
Provide stress regulation strategies during the day, particularly during transitions eg: Mindfulness music, breathing and peer massage.	'Time-in' with an adult to regulate.	'Time-in' with a key adult to regulate.
PSHE and Intervention groups within the classroom	Small Targeted groups – including Nurture provision provided by the Pastoral Team	Targeted Support – including Nurture and Play therapy
	Risk Assessment completed by SLT	Risk Assessment completed by the Local Authority Officer
	Support with referrals to paediatric support.	Referrals to Occupational Therapist, SALT etc

11. Providing curriculum access and inclusion

At Leigh St Peter's, we aim to provide an inclusive approach to teaching and learning by:

- Teaching SEND pupils in mainstream classes, or through the SLC Nurture provision with additional support.
- Ensuring that all children with SEND participate in all the activities of the school, so far as this is reasonably practical with reasonable adjustments.
- Ensuring that a differentiated curriculum is offered to children 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. This would always follow consultation with parents.

11i. Strategies

We will adopt the following strategies to ensure an inclusive environment:

- Providing opportunities for children to work with a variety of groups of learners.
- Providing opportunities for success.
- Pupils will be encouraged to be involved in planning their own learning through self-assessment and target setting.
- Suitably differentiated work through: teacher delivery, support provided and expected pupil outcome. This will provide equality in accessing the curriculum.

11ii. Assessing the effectiveness of the SEND provision

We will evaluate the effectiveness of our provision for children with SEND in the following ways:

- School carries out analysis of attainment and progress data for children with SEND across the school by year group and subject area on a termly basis.
- Parents are able to give their views in meetings and via questionnaires.
- School utilises Provision Mapping to help show the provision being allocated throughout school.
- Children who have individual targets on an Individual Education Plan (KS1 and KS2) or a Play Plan (EYFS) have the targets reviewed each term and new targets are set as appropriate. All IEPs/Play Plans are shared with parents and with children as appropriate.
- Parents of children with an EHCp (Education and Health Care plan) are invited to annual reviews to discuss their child’s progress and future support. It is sometimes necessary to hold interim review meetings. These interim meetings may be at the request of parents/carers and may involve other professionals.
- Review meetings may be held for children without an EHCp and which may be at the request of the parent/carer.
- Improvements noted by assessments using B-squared.

11iii. SEND INSET (in-service training and education)

- The inclusion Manager will attend appropriate courses and conferences as they arise to develop the school’s 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 SEND 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

Working collaboratively with parents will be encouraged by:

- Ensuring all parents are aware of the school's arrangements for SEND, 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 SEND through meetings, Plan reviews or individual target setting.
- Valuing parents' wishes for their children.
- Inviting parents input regarding their child's progress and areas for development.
- Having an '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 SEND before they enter the Nursery/Reception class.
- Contacting the previous school of any child with SEND entering the school at a point other than Nursery/Reception, to determine how the child will be inducted to enable us to benefit from previous knowledge of that child.
- Planning meetings involving the Headteacher, 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 the end of the Autumn Term of the year of transfer, informed by the recommendations of the Annual Review, the parents' views and preferences, and the response to consultation by the LA 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 the responsibility of the governing body, and in particular the designated special educational needs governor, to ensure that it a review is conducted.
- Where necessary, name and details will be updated.

AGREED BY THE GOVERNOING BODY OF LEIGH ST PETER'S CE PRIMARY SCHOOL

ON

SIGNED:

CHAIR OF GOVERNORS

DATE.....

Appendix 1

Glossary of terms

SEND	Special Educational Needs and Disability
SALT	Speech and Language therapy
TESS	Targeted Education Support Service
EP	Educational Psychologist
EMAS	Ethnic Minorities Achievement Service
SENDCo	Special educational needs coordinator
SLT	Senior Leadership Team
LA	Local Authority
IEP	Individual Education Plan
PSP	Pastoral support plan
PHP	Positive handling plan
PACE	Playfulness, Acceptance, Curiosity and Empathy
EHCp	Education, Health and Care plan
PD	Physical disability
VI	Visual impairment
HI	Hearing impairment