

St. Aidan's Church of England Primary School



Special Educational Needs and Disability Policy

November 2017

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

St Aidan's Primary School - A Church of England Academy aims to provide an education in which every child is equally valued and encouraged to achieve their full potential, within a caring Christian community from which they can learn to live their lives according to Christian principles. This underpins the positive ethos we foster, stated in our vision and mission statement:

'Fulfilling potential, growing in God'

Aims and Objectives

The aim of this policy is to ensure that:

- We identify and assess children with special educational needs (SEND) at the earliest possible opportunity.
- We work within the guidance provided in the SEND Code of Practice 2014.
- We work in close partnership with parents.
- We provide all children with access to the curriculum at an appropriate level to ensure that they make the best possible progress.
- We maintain close links with external support agencies and other professionals.
- We raise the aspirations of and expectations for all pupils with SEND.
- We will focus on outcomes for children and not just hours of provision/support.
- We ensure that children are involved and informed in decisions about their education.
- We raise staff awareness of and expertise within SEND through training.

Definition of Special Educational Needs

The 2014 Code of Practice defines that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. SEN Code of Practice: 0-25 Years – Introduction xiii and xiv.

There are four broad categories of SEN:

Communication and Interaction – speech and language difficulties, Autistic spectrum difficulties.

Cognition and Learning – thinking and understanding e.g. this could be all of the work in school or specific problems with reading and writing or number work.

Social, Emotional and Mental Health – difficulties with how they relate to or behave with other people.

Sensory and/or Physical Needs – difficulties with fine or gross motor skills, physical disabilities.

Identifying Special Educational Needs

St Aidan's Primary School – A Church of England Academy will identify the needs of pupils by considering the needs of the whole child not just the special educational needs of the child.

Children with SEND are identified by one or more of three assessment routes all of which are part of the overall monitoring progress of all pupils:

- The progress of every child is monitored at termly progress meetings following assessment carried out each term. This will identify children who are not making progress in spite of the Quality First Teaching delivered in class.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause and may refer to the Special Educational Needs Co-ordinator (SENCO). Indicators may be:
 1. A child makes significantly slower progress than that of their peers starting from the same baseline.
 2. A child fails to match or better their previous rate of progress.
 3. A child fails to close the attainment gap between him/herself and their peers.
- Parents may ask us to look more closely at their child's learning. We take all parental concerns seriously and investigate them. Frequently, the concern can be addressed by Quality First Teaching or parental support. Otherwise, the child can be placed at School Support on our SEND Profile.

The SENCO can undertake a range of standardised tests with children and can use these assessments to inform teachers' own understanding and assessments of a child.

Although school can identify special educational needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Once a child is identified as having special educational needs the SENCO and/or class teacher will invite parents to a meeting to:

- inform them that their child is being placed at SEND support
- discuss assessments that have been completed
- agree a plan of provision for the next term.

If appropriate and depending on the age of the child they may be invited to attend all or part of the meeting.

This is the start of the graduated response required in the Code of Practice, 'Assess, Plan, Do, Review'.

Records of meetings will be kept and copies made available for parents. Parents and children will be invited to meetings to review progress made, set targets and agree provision for the next term.

School Support

Any provision/action that is in addition to or different from that available to all will be recorded on an **Individual Outcome Plan (IOP)**. The IOP will be written by the class teacher in consultation with the SENCO, support staff and, if appropriate, the pupil. It will detail the targets set and will be agreed and signed by parents/carers. It will be reviewed at least twice a year. The IOP will be included within the child's **Pupil Passport** within which each class teacher has information regarding all children with SEND in their class. The Passport will detail a history of the child's SEND, main areas of needs, strengths and what helps the child learn etc. It will also include an 'All About Me' sheet completed by the child. The child will be placed on the school's SEND Profile.

Provision for children identified may include access to different learning materials, programmes of work or special equipment. It may involve introducing group or individual support with a Support Assistant or additional pastoral support. The support will be led by the class teacher in partnership with the SENCO. It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make 'good enough progress', and where assessment data indicates this is because special educational needs are providing a barrier to learning.

Progress towards targets will be tracked and reviewed through an assess, plan, do, review model, and will be repeated as many times as is necessary

In many cases, such planning will mean that our pupils with SEND will be able to study the full Curriculum. Potential areas of difficulty will be identified and addressed at the outset.

Should a child who has been placed on the school's SEN Profile

- Continue to make little or no progress in specific areas over an agreed period.
- Continue to be working at levels substantially below that expected of children of a similar age.
- Continue to have difficulty in developing literacy and maths skills.
- Have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of other children, despite having an individualised behaviour management programme.
- Have sensory or physical needs, which require additional or specialist equipment or regular advice/visits from a specialist service.
- Have ongoing communication or interaction difficulties that impede on the development of social relationships and cause substantial barriers to learning.

External agencies can be consulted.

External Agencies

External agencies will be involved to provide further assessment, advice and strategies. The pupil at will continue to have an IOP. The input from external services will help to inform the IOP in planning for the needs of the child. Parents will be asked permission for referral to external agencies and they and pupils will be kept fully informed about the involvement. Agencies can support in developing new targets and assisting in the measurement of progress against targets. St Aidan's Primary School – A Church of England Academy accesses a number of agencies in order to support children with SEND including:

LA Educational Psychologist – Mrs E Roberts

Speech and Language Therapists

School Nurse – Mrs J Crennell

Medical Services

Occupational Health

Children's Social Care

Primary Mental Health team

SEND Support Service- includes advisory teachers in a variety of areas including Early Years, Sensory impairment, Speech & Language and Physical Disabilities and ASD

Pupil Referral Unit
The Heights Free School
Place2be

The SEND budget that school receives each year is currently managed to ensure funding is specific and effective in meeting the need, provision, progress and achievement of all SEND pupils.

Place2be

School has now bought in the services of Place2Be. Place2Be is a national charity working to improve the confidence and emotional wellbeing of children. They help children to develop resilience by supporting them when they are experiencing challenging life issues and helping them to develop self-confidence and lifelong coping skills. When they are supported in this way, they are able to learn more easily and that means less worry for parents. Place2Be works with children one-to-one and in small groups, offering regular time-tabled support for those who will benefit most. The school will often refer children for this service. Place2Be also work with pupils to have help with friendship issues and other worries by choosing to visit Place2Talk. These short lunchtime sessions are open to individuals and to groups.

Education and Health Care Plans

Should a pupil continue to demonstrate a significant cause for concern, despite additional support a request for an **Education, Health and Care Plan (EHCP)** may be made to the **Local Authority (LA)**. The LA Statutory Assessment Panel considers the needs of the child and whether their criteria are met. If the application for an EHC Plan is successful, an **'All About Me Meeting'** will be arranged within four weeks for parents/carers, the child, the LA SEN Officer and the school together with any health or social care professionals who may be involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting the LA will produce the EHC Plan which will record the decisions made at the meeting.

Reviewing Progress

All pupils receiving SEN support will have their progress monitored on a regular basis and discussed at Pupil Progress meetings, Parents' Evenings and termly parent/teacher meetings. The SENCO may be part of that review as well as a representative from any outside agency that may be involved.

If a pupil has an EHC Plan then their progress is also discussed during the Annual Review. The pupil, parents/carers, all teaching staff and agencies working with the pupil are invited to contribute to the review. A representative from the LA is also invited.

Roles and Responsibilities

The **Head teacher** has responsibility for the day-to-day management of SEND. The **SENCO**, in collaboration with the Head teacher and the governing body plays a key role in determining the strategic development of the SEND policy and the provision in school in order to raise the achievement of children with SEND. This includes:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating the provision for children with SEND
- Liaising with and advising class teachers
- Managing support assistants
- Overseeing the records of children with SEND
- Liaising with parents/carers of children with SEND
- Contributing to the professional development of staff
- Liaising with external agencies.

There is a **named governor** for special educational needs, **Anona Pearson** but the **Local Governing committee** as a whole is responsible for making provision for pupils with special educational needs by:

- Having responsibility for the implementation of the SEND policy
- Being involved in developing and monitoring the SEND policy
- Having up to date knowledge about the school's SEND provision, including funding
- Knowing how equipment and personnel resources are deployed
- Ensuring that SEND provision is an integral part of the School Development Plan
- Ensuring that the quality of SEND provision is continually monitored
- Ensuring that the SEND policy is subject to a regular cycle of monitoring, evaluation and review
- Liaising with the Head teacher, SENCO and staff
- Reporting annually to parents on the implementation of the SEND policy and any changes during the last school year.

Class Teachers role

All our class teachers are trained to work with children with SEN and deliver Quality First teaching. They all have access to advice, information, resources and training to

enable them to teach all children effectively. The role of all class teachers involves being able:

- To identify the Special Educational Needs of individual children in their class
- To contribute and maintain the Pupil Passports of all SEND children in their class (see below)
- To know which pupils in their class have additional needs and to ensure that the planning and delivery of lessons is differentiated and supported appropriately
- To regularly assess and monitor progress of the SEND children in their class, recognising poor progress and inform SENCO to review provision and strategies
- To set individual targets for children (IOPs) with SEND and contribute to planning targets for those with EHC Plans
- To ensure targets are reviewed with parents (and child if appropriate) termly
- To ensure that Support Assistants are supporting children in their class, as directed.
- To provide experiences that are appropriate to the needs of the child
- To attend relevant training courses

Support Assistants role:

- To carry out activities and learning programmes planned by the class teacher or SENCO
- To keep records of this work as requested
- To support children in class or by withdrawing children and small groups
- To attend relevant training courses
- To be aware of the school's SEND policy.

Pupil Passports

For children with SEND it is essential that their teachers know their history and what interventions have taken place and who has been involved in their past classes.

The purpose of the Pupil Passport is for the child's teacher, to keep up to date with their progress and significant events / interventions undertaken etc. in conjunction with the SENCO. The passport remains in the child's classroom for the academic year and should be a record of how he/she is supported with his/her SENDS both in the classroom and in school.

The Pupil Passport remains in the classroom and is the teacher's responsibility to keep up to date regarding the day-to-day classroom work/progress and interventions taking place and to evaluate their impact.

Teachers are asked to keep an electronic update so there is an immediate sharing of information for all staff including SLT and SENCO:

- If teachers are delivering any specific differentiated work it is their responsibility to record this on a weekly planning sheet and made reference to it on the Pupil Passport shared folder. Handwritten dated notes made in their chronology within in the Pupil Passport
- If appropriate updated regularly – for some children it may be weekly, fortnightly or monthly as this a requirement of the Teachers Standards for them to know what is happening for these children.
- It is a way for teachers to immediately be aware of any outside agency involvement / reports or assessments undertaken that they need to be aware of to inform practice (as the SENCO will be inputting this as and when it happens – so again a regular check of the electronic folder will keep you up-to-date).
- The IOP will be included as part of the Pupil Passport and again is the teacher's responsibility to evaluate and write new SMART targets.

Evaluation of Success

The governors will evaluate the success of this policy within the school by enquiring about how effectively pupils with special educational needs participate in the whole curriculum and all activities. Governors' judgements will be based on an overview. They will not enquire into individual cases.

Admission Arrangements

All admissions to St Aidan's Primary School – A Church of England Academy are based on the school's Admissions Policy. There is no differentiation made between pupils with or without special educational needs. Parent/Carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that discussion and planning can take place. The school has two disabled toilets, one with a shower.

Transfer

St Aidan's Primary School – A Church of England Academy does understand that it is difficult for children and parents/carers as they move to a new class or a new school and we will do what we can, according to the individual needs of a child, make transitions as smooth as possible. If a child has been identified with special educational needs at their nursery for example, the Reception Class teacher or SENCO will attend a transition meeting in order to meet with parents and share background information with any professionals that may be involved with the support of the child.

We do have a good working relationship with the Secondary schools and the SENCO liaises with SENCOs from the schools during the last two terms in Key Stage 2 to ensure that at the transition to Key Stage 3 (Year 7) the receiving schools are fully informed about specific needs of pupils.

Advanced planning for pupils with EHC Plans in Year 5 allows for appropriate options for transfer to be considered.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered.

Complaints

The child's class teacher and the SENCO will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If concerns cannot be resolved by the usual school procedures then parents can request support from the Parent Partnership Service who may then involve the Independent Disagreement Resolution Service.

Review

This policy will be revised and updated as necessary and appropriate to take into account of local and national arrangements for the provision for SEND. This process will otherwise take place bi-annually in consultation with staff, governors and other involved personnel.

Parents can access information regarding school's provision at

<http://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page>

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