



*The Caring Path to Achievement,
Reflecting the values of Christ.*

Headteacher – Mrs Diane Bate
Chair of Governors – Cllr Jeanie Bell
SENCo –Mrs Julie Clewes

Special Educational Needs Policy

The SENCo is a member of the SLT

Reviewed Spring Term 2017

Signed :(Chair)

Signed:(Headteacher)

CONTENTS

MISSION STATEMENT

THE SCHOOL BELIEFS AND VALUES

AIMS & OBJECTIVES

IDENTIFYING SEN

MANAGING PUPILS ON THE SEN REGISTER

EXITING THE SEN REGISTER

SUPPORTING PUPILS AND FAMILIES

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

MONITORING AND EVALUATION OF SEND

TRAINING AND RESOURCES

ROLES AND RESPONSIBILITIES

RECORD KEEPING

ACCESSIBILITY

DEALING WITH COMPLAINTS

BULLYING

REVIEWING THE POLICY

MISSION STATEMENT

The Caring Path to Achievement,
Reflecting the Values of Christ.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE (February 2013)
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 July 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

THE SCHOOL BELIEFS AND VALUES

At The District C.E. Primary School we are committed to overcoming all barriers to learning and raising standards in all areas of school life.

We aim to promote inclusivity as an integral aspect of our school development, permeating all our policies, in order to increase the learning and participation of all our pupils.

We recognise and value the varied life experiences and needs of our children. Our school is one in which the teaching, learning, achievements, attitudes and well-being of each child matters.

We are committed to ensuring that school practice reflects our inclusive aims by utilising resources both within the school and the Local Community, by responding to diversity and by nurturing an understanding of difference with our staff and children.

This school strives to establish inclusive values by having high expectations for all pupils, by valuing all children and through the sharing of the same philosophy by all staff, governors and parents/carers alike.

[‘Every teacher is a teacher of every child including those with SEN.’ \(Children’s and Families Bill 2014\)](#)

This policy was created in consultation with: staff, parents/carers, specialist teachers of SEN, pupils of The District C.E. and Governors.

AIMS & OBJECTIVES

To raise the aspirations and expectations for all pupils with SEN our school provides a focus on outcomes for children and not just hours of provision and support.

Aims

The District C.E. Primary School is committed to offering an inclusive education to ensure the best possible progress for all pupils whatever their needs or abilities. Not all pupils with disabilities have additional educational needs and not all pupils with additional needs meet the definition of disability, but this policy covers all pupils. The District C.E. Primary School is committed to including children.

Objectives

- To identify pupils with additional educational needs and disabilities and ensure that their needs are met.
- To ensure that children with additional educational needs and disabilities have the opportunity to access all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure that positive attitudes to differences are fostered.
- To ensure parents/carers are informed of their child's needs and provision and that there is effective communication between parents/carers and school.
- To enable learners to express their views on their progress where appropriate.
- To promote effective partnership and involve outside agencies when appropriate.
- To ensure that every teacher is a teacher of every child including those with SEN.

The success of the school's Special Educational Needs Policy will be judged against the objectives set out above. Success criteria will be reviewed and the governors will set new success criteria, as appropriate. This will form the basis of plans for future development. The Governing Body will ensure that it makes appropriate additional educational provision for all identified pupils.

IDENTIFYING SEN

When a child at The District C.E. Primary School is not making adequate progress/has a disability that prevents or hinders him/her from making progress in their learning and/or requires special educational provision, that provision will take place in the classroom. In all cases, early identification and intervention can make the greatest impact on a child's progress in learning. Pupils will only be identified as SEN if they do not make adequate progress once they have had the necessary interventions/adjustments and good quality teaching. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.

At The District C.E. Primary School, the quality of teaching for all pupils including those at risk of underachievement is regularly and carefully reviewed.

Special educational provision will be matched to the child's identified needs. 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
- Sensory and/or physical needs

The District C.E. Primary School is committed to early identification of additional educational need and adopts a graduated response to meeting those needs in line with the Code of Practice 2014. Children are usually identified for the Code of Practice in two ways: firstly, a child entering the school with additional needs will have had his/her needs identified prior to admission. In this case the child is likely to be on the Code of Practice when s/he arrives at The District C.E. Primary School. Liaison will take place to ensure that the child's needs have been clearly identified and that an appropriate plan of action is in place.

Secondly, a child is identified as having additional needs after s/he has joined the school. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCo in order to decide whether additional and/or different provision is necessary and a personal provision map will be drawn up in consultation with the class teacher, SENCo, parent/carer and the child. Where appropriate, the SENCo will carry out a range of assessments and discuss her findings with the class teacher, parents and child (as appropriate). These findings may then be further discussed with other professionals as necessary; e.g. Educational Psychologist, Speech Therapist. Children will have access to other appropriate professional agencies as is deemed necessary and as prioritised at the termly multi-agency meeting.

The following are not areas of SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Inclusion of the above children will be met in the following ways:

- By accommodating any physical or other requirements that may be necessary.
- Through acceptance, by ensuring that every member of the school community is valued.
- In participation, by including all children in all aspects of school life.
- In achievement, by offering all children the opportunities to develop such skills as are appropriate and necessary.

Pupils have additional educational needs if they have a learning difficulty which calls for additional educational provision to be made for them.

Pupils with a disability have additional educational needs if they have any difficulty in accessing education and if they need any additional educational provision to be made for them, that is, anything different from what is typically available in schools.

The District C.E. Primary School aims to ensure that the five outcomes of the 'Every Child Matters' agenda are fulfilled for every child.

There is no statutory requirement for a pupil to be registered or identified as having special or additional educational needs unless the child requires an individual programme of work. A record of concern is sometimes kept prior to a pupil being placed on the SEN Register.

NB Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child's behaviour should be described as an underlying response to a need which the school as a provider will be able to recognise and identify clearly as we know the child well.

MANAGING PUPILS ON THE SEN REGISTER

[Please refer to the SEN Information Report when reading this section.](#)

Provision/actions that are additional to or different from, that available to all will be recorded on a Provision Map and in some cases a Learning Support Plan. These plans are written by the class teacher, in consultation with parents/carers and pupils and, where appropriate, the SENCo. It may also involve consultation and advice from external agencies.

Provision Maps and Learning Support Plans will conform to the;

- Requirement of the COP 2002 (S.M.A.R.T. targets).
- The recommendation of St Helens L.A.

The Provision Maps and Learning Support Plans will be reviewed at least three times a year and the outcomes will be recorded.

Pupils with Learning Support Plans will participate fully in the review process according to their age and abilities. Parents/carers will also be invited to participate in the target-setting and review process. Each child will have a minimum of three reviews per annum and reviews will generally take place termly. The SENCo may attend these meetings; e.g. in the case of a pupil with an EHCP or where there is a specific concern.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at SEN support level, further advice and support may be sought from outside agencies. Other professionals may be invited to contribute to the monitoring and review of progress. Pupils, parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions. Where appropriate, and after consultation with the Educational Psychologist, Inclusion Officer, and parents/carers a request for additional funding may be made to the Local Authority. A Provision Agreement may then be awarded between the school and the local authority and this is subject to external review. Pupils with additional funding are said to be receiving Enhanced SEN Support.

External Support Services

At the start of each term the SENCO chairs a multi-agency meeting of professionals. The aim of this meeting is to discuss provision for all children who are receiving SEN Support and are still causing concerns, children receiving Enhanced SEN Support or have an EHCP to ensure that appropriate plans are put into place.

The school receives regular visits from the nominated School Nurse, Educational Psychologist and the School's Inclusion Officer as well as other specialist professionals such as speech therapists, physiotherapists, occupational therapists, members of the Language and Social Communication Service (LASC), audiology teachers etc.

Liaison meetings with the Health Visitors/Playgroup Leaders/Private Providers are held to ensure a smooth start to school for children in the Foundation Stage.

The school provides information about the St Helens IAS Service (formerly Parent Partnership) to all parents of children with additional needs. Parents of any pupil may contact the St Helens IAS Service on 01744 822160 for independent advice/help.

Pupils will be placed at the centre of planning and teachers will be accountable for their progress. As a part of performance management teachers will expect to be judged on how well they teach pupils with SEN. Teachers will be offered training on how to identify SEN and how to support pupils with different needs, particularly those needs they see more frequently. A class teacher will work closely with parents at all stages in the child's education and should be the first port of call in case of any difficulty. Parents of pupils with additional needs or disabilities whose concerns cannot be resolved by the usual school procedure can request independent disagreement resolution. The school will make further information about this process available on request.

EYFS SEN Procedure (taken from Children and Families' Bill 2014)

Assess

In identifying a child as needing SEN support, the early years practitioner, working with the school SENCo and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the school. Where professionals are not already working with the school, the SENCo should contact them, with the parents'/carers' agreement, if necessary.

Plan

Where it is decided to provide SEN support and having formally notified the parents/carers, the practitioner and the SENCo should agree, in consultation with the parent/carer, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents/carers should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The early years' practitioners remain responsible for working with the child on a daily basis. With support from the SENCo, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCo should support the practitioners in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCo working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents/carers should have clear information about the impact of the support provided and be involved in planning the next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. Provision Maps and Learning Support Plans are reviewed three times a year. At each stage parents/carers are to be engaged with the school, contributing their insights to assessment and planning. Intended outcomes should be shared with parents/carers and reviewed with them, along with action taken by the school, at agreed times.

The graduated approach should be led and co-ordinated by the school SENCo working with and supporting individual practitioners in the school and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources (information is available at the National Children's Bureau website).

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask school to convene and hold the annual review meeting on its behalf. Further information about EHC plan reviews and the role of early years' settings is in Chapter 9 of the Bill. Education professionals, Health professionals and Care professionals need to complete assessments and plans.

Engagement of specialist services is monitored by the SENCo and the Senior Leadership Team. The costing and monitoring of funding is the responsibility of the SLT and the Business Manager.

EXITING THE SEN REGISTER

Process for exiting the SEN register includes the following:

- Reference to '[Criteria for Identifying SEN/More Able/Gifted and Talented Pupils in Literacy and Numeracy](#)' (this document is available upon request.)
- The class teacher will discuss progress in consultation with the SENCo and the parents/carers when an expected level of development has been reached.
- That needs no longer pose a barrier to learning and progress.
- The child will no longer need a Learning Support Plan and can proceed to the class provision map. (A sample provision map is available upon request.)

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Particular support will be given to NQTs and other new members of staff. The Head Teacher takes responsibility for prioritising the training needs of staff.

SUPPORTING PUPILS AND FAMILIES

Parents are directed towards the SEN Information Report and the St Helens Local Offer (see Section 4).

Links with other agencies are detailed in Section 4.

Arrangements are in place to support pupils at the time of transfer. Similarly, liaison takes place when a child transfers to another school. The SENCo assists in the transition arrangements of any child moving from one class to another. Receiving class teachers may attend the summer term review in order to prepare for transition. Where appropriate, e.g. for a child with an Autistic Spectrum Disorder, a transition plan will be put into place during the summer term. Information is discussed and disseminated by class teachers with support from other professionals as appropriate. Practical arrangements; e.g. an environmental assessment, may be requested to facilitate the inclusion of a pupil e.g. accessible toilet facilities.

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, as required under the Education (pupil information) Regulations 2000.

Access arrangements for SATs and other assessments are detailed in the Provision Map and responsibility for application lies with Key Stage 2 staff.

Arrangements for the support of pupils with medical conditions are detailed in Section 7.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The District C.E. Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and those which are residential and physical education. Some children with medical conditions may be disabled and, where this is the case, The District C.E. Primary School will comply with its duties under the Equality Act 2010.

Some children may have SEN and may have an EHC plan which brings together health and social care needs as well as their SEN provision.

Procedures to support pupils with medical conditions:

- Complete a health care plan in consultation with parents/carers, medical professionals.
- Training to support teachers and TAs in caring for the child.
- Parents/carers will keep school informed of any updates and changes.
- Each child will have their own medical bag / box in relation to their need
- For children with asthma inhalers are kept in classrooms
- For residential trip (if necessary), medical professionals provide a more detailed plan and any additional training that will be needed for a residential trip.

MONITORING AND EVALUATION OF SEND

To monitor and evaluate SEND at The District C.E. Primary School we:

- Follow the SIP
- Monitor planning, teaching, learning and assessment
- Scrutinise children's work
- Hold regular Parents Evenings
- Hold termly planning meetings with other agencies
- Monitor provision maps and LSPs (SENCo)

Monitoring of all children's work will take place routinely. Specific monitoring of individual pupils will take place in consultation with the Head teacher. In addition, provision may also be monitored by the Local Authority's Inclusion Officers.

For pupils who have an EHCP or a LSP, progress and the support outlined in the plan will be reviewed annually and a report provided for the Local Authority. Additionally funded children will also have their progress reviewed by the Provision Review Panel (PRP) at such times as the panel deems appropriate. If a pupil makes sufficient progress an EHCP/funding may be discontinued by the Local Authority.

TRAINING AND RESOURCES

A wide range of resources are held centrally, but many resources are specific to individual pupils and are therefore maintained by the child's support assistant and/or class teacher.

The range of support (human resources) made in the school each year in response to identified need is allocated as needs arise and subject to alteration as necessary.

Teaching assistants employed by The District C.E. Primary School may work with children identified by a class teacher or the SENCo as in need of additional help.

Record of Staff Training

The school makes an annual audit of training needs of all staff taking into account school priorities as well as personal professional development. Particular support will be given to NQTs and other new members of staff. The Head teacher takes responsibility for prioritising the training needs of staff.

Individual members of staff maintain their own personal record of training. The staff training diary records all planned training for the coming academic year.

Budget

Requests for funding resources are made to the SENCo or Head teacher who then prioritise such requests. Should it be felt that a child requires more than 15 hours per week 1-1 support, an application for additional funding is made to the Local Authority's Provision Agreement Panel. Children who receive additional funding from the Local Authority are reviewed at a time stated in their Provision Agreement. The school then makes recommendations to the Local Authority, but it is a panel of professionals appointed by the Local Authority who make such allocations.

The school receives IDACI funding.

Additional needs support is planned for using assessment data and Provision Map reviews. This is monitored and reviewed through the year in year group pupil progress meetings.

ROLES AND RESPONSIBILITIES

The named SENCo for the school is Mrs Julie Clewes. A member of the Governing body, Mrs Barbara Skeech takes a special interest in Additional Needs, but the Governing Body as a whole is responsible for making provision for pupils with additional needs.

People in the Process	Responsibilities
Special Needs Co-ordinator (SENCO)	<ul style="list-style-type: none">• To work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school.
The Governing Body	<ul style="list-style-type: none">• To ensure that provision of SEN is of a high standard.• To have regard to the Code of Practice when undertaking its responsibilities.• To have in place a designated person who will make sure that where it is known that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.• To notify parents when the school feels that their child has special educational needs.• To have in place a strategy to monitor the school's SEN policy.
The Headteacher	<ul style="list-style-type: none">• To ensure that the daily management of SEN provision is effective.• To work closely with the SENCO and the teaching and support staff.• To keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEN.• To inform parents when SEN provision has been made for their child.
The Class Teacher	<ul style="list-style-type: none">• To be aware of the school's policy for the identification and assessment of pupils with SEN and the provision it makes for them.• To deliver the individual programme for each SEN pupil as set out in their Learning Support Plan.• To develop Learning Support Plans for SEN pupils by working closely with the SENCO and support staff.
Parents	<ul style="list-style-type: none">• To work closely with the school in order to develop a partnership that will support SEN pupils.
Pupils	<ul style="list-style-type: none">• To make pupils aware that they can be a partner in the delivery of their individual programme as set out in their Learning Support Plan.

RECORD KEEPING

All members of staff are required to keep such records as are deemed appropriate and necessary to the efficiency of their post.

TAs will routinely maintain a file of evidence of their pupil's progress; this may be in the form of anecdotal information, photographs, samples of work, records of speaking and listening activities etc. Copies of all additional needs documentation are given to the SENCo who retains them securely. Copies of all reports received in school are passed on to the relevant teachers who are responsible for their safe storage.

Records of all children with additional needs who have left the school are kept securely in accordance with up to date legislation about the retention of documents.

Information kept electronically is also stored according to the most recent legislation and St Helens policy.

ACCESSIBILITY

Statutory Responsibilities are carried out.

Please see the school's Disability Equality Access Action Plan (2016-17).

Parents/carers who wish to speak to key staff at The District C.E. Primary School are advised to contact the school office.

DEALING WITH COMPLAINTS

The schools' complaints procedures are set out in the school's prospectus.

School has adopted the 'School Complaints Procedure 2010' from St Helens Council.

This document is available upon request.

BULLYING

Please refer to the School's Anti-Bullying Policy

REVIEWING THE POLICY

Given the climate of reform, annotations and addenda may be deemed necessary from time to time as this is a working document which needs to be effective and all encompassing. Such additions will be considered for insertion/modification and, if necessary, application at the annual review in Spring 2018.

The staff and governors agreed this Special Educational Needs policy in February 2015 which was formally adopted at the full governing body meeting on 1 April 2015. It was re-adopted in March 2016 and again in March 2017. It will be reviewed again during Spring Term 2018 unless there are changes to national and local guidelines.