



SEND Policy

2020

(LGC meeting, March 2020)

Policy Aims

At St. Mary's C. of E. Primary Academy we are committed to:

- Giving all pupils equal opportunities to fulfil their potential in every area of the curriculum regardless of race, gender or ability.
- Implementing the Code of Practice for Special Educational Needs.
- Ensuring that each member of staff recognises and accepts professional responsibility for meeting pupil's individual needs.
- Continually improving our procedures for identifying, assessing and providing for those pupils with SEN.
- Ensuring progression and continuity both within and between schools,
- Involving parents in discussions relating to their child's SEN and the provision for those needs.
- Working in close co-operation with other appropriate professionals and agencies.
- Allocating an appropriate proportion of the school's resources in order to meet the individual needs of pupils.
- Seeking external specialist advice and support if the teaching expertise within the school has not enabled the child to make sufficient progress

Roles and Responsibilities

<p>No child is to be refused admission on the grounds of SEN as long as the placement is appropriate to the child's needs, while also compatible with the interests of other children and with the efficient use of the SEN resources.</p>

Governors

Governors have important responsibilities in relation to children with SEN. Under the 1981 Education Act they must appoint a 'responsible person' to ensure that proper provision is made for children on the school roll with SEN. This governor acts as a link between the governing body and the headteacher. Parents will need to know the name of the 'responsible person' and how he or she can be contacted.

The governors sub-committee with responsibility for Inclusion for the year 2020-2021 is:

Full LGC via chair

This can be contacted via the school office.

In fulfilling their general duties in relation to the provision made by the school, the governing body need to be satisfied that:

- The school has written a special needs policy which they have approved.
- The policy is reviewed annually at the end of the Autumn Term.
- The school has a co-ordinator for SEN.
- The school has procedures to identify and assess the needs of those pupils with learning difficulties who require some special provision.
- An appropriate proportion of the school's resources are allocated to meet identified individual needs.
- The school is implementing the correct procedure for the annual review of statements for those children at Stage 5 of the Code of Practice.
- The Governor for SEN meets annually with the SENCO to review the SEN Action Plan.

The Headteacher

The Head Teacher has responsibility for:

- Ensuring that the SEN policy is implemented.
- Providing facilities and time for INSET relevant to SEN.
- Ensuring that the procedures in the Code of Practice are properly implemented..
- Attending Annual Review meetings for statemented/EHCP pupils.
- Attending Planning and Review meetings with the SENCO and other professionals.

The Teaching Staff

Class teachers have responsibility for:

- Teaching the range of pupils within their class effectively across the curriculum areas.
- Identifying children who are causing concern, who may have SEN.
- Completing documentation in conjunction with the SENCO.
- Keeping accurate and detailed records.
- Putting into place special arrangements for children with SEN.
- Keeping parents informed of their child's progress, any concerns and actions to be taken.
- Discussing children's Individual Education Plans (IEP's) with their parents, particularly with reference to how parents can help at home.
- Working alongside the SENCO to write and implement IEP's for children in their class who receive School Support or Support Plus in line with the revised Code of

Practice.

- Liaising with the SENCO, teaching support staff and outside agencies.
- Showing differentiation in their planning for children within their class of differing abilities.

The SENCO

The Special Needs Co-ordinator is responsible for:

- Working in partnership with the class teachers, support staff and the Headteacher in developing strategies to support children with SEN.
- Advising and liaising with the class teachers across the whole school.
- Leading staff development in Special Needs related issues as appropriate.
- Support and advise class teachers in the writing of IEP's.
- Keeping fully informed about Government and LEA educational initiatives in relation to SEN and attend appropriate courses.
- Regularly reviewing and updating the Special Needs Policy.
- Maintaining and administering the SEN register.
- Overseeing the records of all pupils with SEN.
- Chairing Annual Review Meetings for children with statements for special needs and compiling relevant documentation.
- Undertaking the LEA Special Needs audit and collating any documentation of Matrix material as required.
- Supporting the professional development of support staff working with children with SEN.
- Identifying and agreeing, through liaison with the Headteacher and the Chair of Governors, Annual Performance Management Targets as required by the Teachers Pay and Conditions of Employment.

The SENCO works in partnership with the School's Special Needs Teachers, who support the SENCO in fulfilling the responsibilities listed above.

Special Needs Teaching Assistants

The Special Needs Teaching Assistants have responsibility for:

- Supporting children with SEN to access the curriculum as directed by the class teacher or SEN teachers.
- Working with statemented/EHCP children
- Liaising with class teachers, SENCO and other colleagues where appropriate.
- Keeping tracking sheets up to date to inform IEP reviews.
- Attending meetings and training as directed by the Headteacher or SENCO.
- Working with individual children or small groups of children to meet targets on IEP's.

Parents

Parents have responsibility for:

- Ensuring their children attend school regularly and punctually.
- Informing the school of any problems or concerns.
- Supporting school policies.
- Helping their child at home with any specific tasks in consultation with the class teacher or the SEN team.
- Meeting home based targets on their child's IEP.
- Attending IEP review meetings and/or parent teacher consultation meetings.
- Attending other meetings as required by the Headteacher or SENCO in relation to their child's Special Educational Need.

Identification, Assessment, Record Keeping.

'20% of children have some form of special educational needs at some time.'

(Code of Practice 1995)

Identification of Special Educational Needs at an early stage is essential.

This identification will be initiated in the majority of the cases by the class teacher - who will consult with the Headteacher, SENCO and parents.

Procedure

For any identified special need, it is useful to divide the approach into 5 stages.

- 1.School based identification.
- 2.Advice from support agencies in addition to school support.
- 3.Direct involvement of other agencies.
- 4.Statutory assessment.
5. EHCP

At St. Mary's C. of E. Primary Academy we follow the Code of Practice and the procedure is set out below.

1. Class teachers will initially talk with the parents about their concerns and discuss ways of supporting their child at home in partnership with the school. If the need is considered more complex however, the SEN code of practice stages are used.

The class teacher will discuss their concerns with the SENCO and the child's name will be added to the SEN register. At this stage it may be appropriate for some children to receive extra support either from a teaching assistant or the SENCO. Class teachers differentiate and plan for that child's needs.

2. The class teacher will closely monitor the child's progress and if the concern continues or grows then the child will be discussed again with the Special Needs Team. If it is agreed that the child needs further support then an Individual Education Plan

will be drawn up and discussed with parents. These will be reviewed termly. Pupils will then access School Support from Teaching Assistants and/or SENCO where appropriate. Some specialist assessments may be used and other professionals may be consulted either by the school or by parents e.g. speech and language therapists, occupational therapists, behaviour specialists, EAL specialists, and educational psychologists. Any child being discussed with an Educational Psychologist should have form RP1 completed and signed by the Headteacher. **Parental permission for the involvement of any other agency is required.**

3. If the strategies previously used and documented are not leading to sufficient progress outside agency involvement will be sought after appropriate permission has been sought from parents or carers.

4. If the child is still considered to have not made sufficient progress and a great deal of concern is felt by teachers and parents, an application may be made to the Panel for the child to undergo a Statutory Assessment. Applicants must satisfy the audit criteria for this stage for the school to petition on their behalf.

The educational psychologist's report and those of any other professionals involved with the child will be scrutinised by the Panel and a decision as to whether to proceed to Stage 5 will be taken by the LEA.

5. As a result of this procedure, a child may receive an EHCP (Education & Health Care Plan). This will determine whether or not the child should continue to be educated at St. Mary's C. of E. Primary Academy or whether a different placement may be more appropriate.

6. There is a right of appeal against any decisions made. All statements are reviewed annually by the school, the LEA and parents.

Assessment

School's assessment procedures apply to all pupils including those with SEN. Where necessary Portfolios, Year Group and Whole School tests, as well as any specialised test results can be used to reinforce the evidence provided through the child's daily work. Special Educational Needs are identified by using information from parents and carers, outside agencies, pupils records, standardised and specialist tests.

Standardised assessments include:

- EYFSP assessment in Reception.
- P levels of the national curriculum. (PIVATS)
- Assessments from in year tests such as PIRA, PUMA, NFER
- KS1 SATS, KS2 NCT's and end of year 3,4 & 5 Optional SAT's test results..

Specialised tests from the School's SENCO and outside agencies might include:

- British Picture Vocabulary Test.
- Raven's
- Diagnostic tests for specific learning difficulties.

The School Nurse will carry out tests for hearing and eyesight problems and liaise closely between the School, parents and the school doctor.

LEA Audit Criteria

All children on the School's Special Needs register must be registered at the appropriate stage of special needs according to the usual Criteria.

The SENCO updates the register at least once termly and completes the LEA Audit in November.

Admission arrangements

Liaison meetings are held with all the agencies that are providing support for the child before school entry. The advice provided by the support agencies is put into action and there are regular liaison meetings to review progress. We currently liaise with the following agencies in relation to new entrants to school.

- Child Development Centre
- Health visitors
- Physiotherapy
- Portage
- Occupational Therapy
- Speech and language Therapy
- Local Playgroups
- Social Services Department
- Child and Adolescent Mental Health Service
- Educational Psychologists

We do not have the facilities necessary to admit children with physical disabilities to the second floor of school at present. The Accessibility Action Plan identifies the means by which the school intends to address this issue.

Curriculum Provision

All curriculum provision should be guided by the governing principles of the St. Mary's C. of E. Primary Academy Learning and Teaching Policy, particularly in regard to differentiation of the classroom tasks, allocation of places within ability groups and use of Teaching Assistant time.

Wave 1 provision is defined as the regular, high quality and clearly differentiated curriculum that is delivered to every child.

Wave 2 provision is the provision given to targeted groups through bespoke interventions such as phonic catch ups, pre-teaching, same-day intervention etc.

Wave 3 provision is the particular, usually individually targeted, provision that the majority of those children on the SEN register will be provided. (Numicon in Key Stage 2, individualised Speech and Language Therapy etc)

With the youngest pupils, additional support will usually be provided in class with small group withdrawal to a separate area of the room base as appropriate. Older children and those working with the SNT will often be withdrawn to work separately in our SEN area.

Particular importance is given to the use of ICT to support their work.

We have a well-equipped and comfortable nurture room which has been planned to serve the needs of small groups of children requiring additional support. They have access to ICT, literacy, numeracy and behaviour support materials than might be possible within a class base. There is also a small sensory room which is accessible to all children.

At all times these pupils will be working towards IEP targets that have been planned together with the class teacher, and Teaching Assistants. Liaison and planning between all those involved with the pupils with SEN is pivotal in our curriculum provision.

The SENCO, and the Teaching Assistants use their experience and contact with children on the SEN register to inform and update IEP's.

The SEN team meets regularly to review individual pupils, groups or other issues. The newly proposed staffing structure will deal very closely with aspects of Inclusion and may well redefine the "Inclusion Team" which will operate in the future.

Parents as partners

The aim at school is that our relationship with all parents is a good working partnership based on mutual respect for each other's expertise and experience. We need each other to support children in their effective learning. Parents are always welcome in school and are encouraged to keep in contact when they cannot come in personally.

Regular meetings with the class teacher and the SENCO are encouraged and those children receiving School Support will have the opportunity to discuss IEP's and their reviews.

From reception we seek to reinforce how much we value parental involvement in School and in their child's learning. We hope parents feel able to bring their worries and concerns to the teacher's attention (and vice versa). Such open dialogue will help to identify Special Needs earlier.

Annual Review

Parents of children with an EHCP or receiving funding are informed as far in advance as possible of the date of their child's annual review meeting. They are informed of the agencies invited to attend the review.

Parents and children are asked to complete a progress summary report which will be circulated for discussion at the meeting. Those invited to the review are also be invited to submit a written report if appropriate. The school will of course provide detailed written advice summarising the child's progress. All members of staff who work with the child, will be invited to attend the review. The SENCO will usually chair the meeting. A full report of the discussions and outcomes will be sent to the LEA.

Work with other colleagues

We have links with many outside agencies including:

- Educational Psychology Service
- Learning Support Team
- Behaviour Support Team
- School Nurse
- Speech and Language Therapy
- Occupational Therapy
- Social Services
- Child and Adolescent Mental Health Service
- Child Development Centre
- Support team for Ethnic Minority Pupils (STEMP)
- Secondary School Staff

Planning and Review Meeting

The SENCO, Headteacher and the School Special Needs Team meet termly with the Learning Support Team, the Educational Psychologist and other agencies, as appropriate, to discuss and plan for individual pupils and whole school issues.

Parental permission is always sought before discussions of any individual children. The meeting is chaired by the SENCO and minuted by a member of the SNT. These minutes are circulated to the professionals and copies kept in each child's file as appropriate.

Procedures for Policy Review and Evaluation

This policy is reviewed and evaluated annually during the Autumn Term. If there are significant changes then the policy will then be submitted to the Governors for approval.

Complaints Procedure

Concerns can be taken at any time to the SENCO or the Headteacher. It is hoped that concerns can be resolved informally, but if not, a formal complaint can be made to the Governors. Information will then be collected and the Governors will hold a complaint hearing.

If parents are not satisfied with the outcomes of this hearing, then grievances can be taken further with the LEA.

Management of SEN provision

The SEN Team:

SENCO:	Louise Atkinson Mark Ford- head
Inclusion/Attendance Officer	Debbie Stanton
Special Needs Teaching Assistants:	Carol Micklethwaite Mandy Parker Lisa Robinson Tracey Spivey Natalie Hirst Helen Easterby Lauren Wormald Debbie Winstanley Joanne Williamson Dawn Greenaway Emma Meston

The school has also procured specialist Speech and Language therapy input for half a day each week from a private provider.

Funding

Funding for SEN is carried out in accordance with the LEA guidelines.

Provision for pupils takes into consideration the four different strands as recommended in the revised Code of Practice.

Time is allocated for:

- Planning, assessment and review
- Differentiation and classroom management
- Direct teaching and Teaching Assistant Support
- Resourcing, materials and training for staff

Training

The SENCO has achieved the masters qualification for practising SENCOs. Subsequent updates of training have been undertaken where appropriate.

All SEN staff are encouraged to attend training for their own professional development and for the benefit of the school in line with the School Development Plan.

In addition the SENCO and the SEN team are expected to contribute to school INSET on matters relating to SEN as well as supporting the induction of NQT's

Whole School Planning

IEP targets at school are SMART i.e. specific, measurable, achievable, realistic and

timed.

Staff use these in short and medium term planning.

Curriculum postholders can offer support in terms of differentiation and resources to ensure access to all curriculum subjects.

Transition

Year 6 staff and the Inclusion/attendance officer liaise carefully with the local Secondary School staff to ensure a smooth transition from Hunslet St. Mary's C. of E. Primary School.

The SENCO and class teachers forward all relevant SEN documentation and records to the appropriate Secondary Schools.

Arrangements are made for the Inclusion Officer and the children to visit the secondary school and visit their special needs department.

Inclusion

'There is a clear expectation within the 1996 Education Act that pupils with SEN will be included in mainstream schools'
Code of Practice 2001

At school we are committed to including and providing for all pupils identified as having SEN in a full and balanced curriculum.