

**St Paul's School,
Chipperfield**



**Policy for
Special Educational Needs
and Disabilities**

September 2018

This policy demonstrates how St Paul's C of E Primary School makes provision for pupils with Special Educational Needs and/or Disabilities.

This policy is written in line with St Paul's C of E Primary School's ethos and current legislative requirements, guidance and responsibilities:

- ◆ SEND code of practice 0-25 (2014)
- ◆ Equality Act 2010
- ◆ Children and Families Act 2014
- ◆ Schools SEN Information Report Regulations 2014
- ◆ Statutory Guidance in Supporting Pupils at School with Medical Conditions April 2014

Links to other policies: SEN Information Report, Admissions Policy, Complaints Policy, Supporting Pupils with Medical Conditions Policy, Accessibility Plan, Disability Equalities Scheme.

Definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them. (Children and Families Act 2014)

The SEN Code of Practice 2014

The SEN Code of Practice accompanies The Children and Families Act 2014.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

Aims

We want every child to be the best they can be, academically, emotionally and socially.

We aim to ensure that every child feels happy and safe, both at home and at school.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2014.

In providing for those pupils defined as having SEN, at St Paul's we seek to:

- ◆ ensure that all pupils are valued and make progress.
- ◆ work in close partnership with all stakeholders.
- ◆ ensure pupils' needs are met with reasonable adjustments made so that all children have access to a relevant, broad and balanced curriculum.

Roles and Responsibilities

Provision for pupils with SEN is a priority matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. All members of staff and the governing body have important responsibilities.

The Governing Body has a legal responsibility for:

Monitoring the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

In addition all governors will ensure that:

- ◆ They are aware of their role and responsibilities with regard to the SEN Code of Practice. (2014)
- ◆ The SEND Governor is appointed and has an oversight of the school's provision for pupils with SEND and ensures that all governors are aware of SEND.
- ◆ SEND provision is an integral part of the school improvement/development plan
- ◆ The SEND Governor will monitor the inclusivity of the school.
- ◆ They are informed about SEND issues so that they can play an integral role in the self- evaluation process
- ◆ The quality of SEND provision is regularly monitored
- ◆ They are involved in the development and monitoring of this policy.

Role of the SEND Governor

St Paul's C of E Primary School has a governor with the specific role of overseeing SEND. They will:

- ◆ Meet regularly with the SENCO to monitor and discuss the school's arrangements for SEND provision
- ◆ Help to raise awareness of SEND issues at governing body meetings
- ◆ Participate in the review of the school's policy on provision for pupils with SEND
- ◆ Ensure that the school website publishes the school's SEN Information report in accordance with the new Code of Practice (2014)

The Head teacher has responsibility for:

- ◆ The management of all aspects of the school's work, involving the provision for children with SEND.
- ◆ Keeping the Governing Body fully informed about SEND issues.
- ◆ Working closely with the SENCO within the school.
- ◆ Ensuring the implementation of this policy.

The Role of the SEN Co-ordinator

The SENCO will hold the National Award for SEN Co-ordination and will liaise with the Senior Leadership Team (SLT).

- ◆ The SENCO has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- ◆ The SENCO provides professional guidance to colleagues
- ◆ The SENCO works closely with staff, parents and other agencies.
- ◆ The SENCO is aware of the provision in the Local Offer and will be able to work with professionals providing guidance to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

At St Paul's the responsibilities for the SENCO include:

- ◆ Overseeing the day-to-day operation of the school's SEND Policy
- ◆ Helping staff to identify pupils with SEND
- ◆ Enabling assessments and observations of pupils with specific learning problems
- ◆ Co-ordinating provision for children with SEND
- ◆ Advising on the graduated approach to providing SEND support
- ◆ Liaising with parents of pupils with SEND so that they are aware of the strategies that are being used and are involved as partners in the process
- ◆ Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- ◆ Being a key point of contact with external agencies, particularly the local authority and its support services
- ◆ Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- ◆ Working with the head teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ◆ Ensuring that the school keeps the records of all pupils with SEND up to date

Class teachers are responsible for:

- ◆ Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- ◆ The development of the school's SEND policy and be fully aware of the procedures for identifying, monitoring and supporting pupils with SEND.
- ◆ Giving feedback to parents of pupils with SEND.

Class teachers are fully involved in providing for the needs of the children in their care. They are involved in highlighting concerns, assessing, observing, implementing and reviewing SEND provision for the pupils in their class. As well as liaising with support staff to monitor and oversee the extra provision provided.

Teaching assistants, have appropriate responsibility for the child's specific needs during their time with that child. They should be made aware of the desired outcomes of the provision as well as liaise regularly about the impact of support on the progress of the child with their class teacher.

Non- teaching staff have a responsibility to support the emotional wellbeing of children with SEND and liaise with class teachers if necessary.

The Role of the Parents:

In line with the Code of Practice, parents are encouraged to take part in the discussion and decision making around the provision for their child in order to achieve:

'...the best possible educational and other outcomes, preparing them effectively for adulthood'

(Code of Practice, June 2014, p.8)

Termly meetings are scheduled to discuss provision and progress.

Arrangements for co-ordinating SEN provision

The SENCO holds details of all SEND Support records such as the Inclusion Register, provision maps, reports from external agencies and records of meetings with parents and copies are kept in individual class SEND files. The SEND register and provision maps are updated termly.

Admission Arrangements

No child will be refused admission to St Paul's C of E Primary School on the basis of his or her special educational need and/or disability. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide

effective educational provision. Please refer to the information contained on our school website and Admissions policy.

Specialist SEN Provision

(See school website for the School Information Report and Accessibility Plan)

The school does not have any specialist teachers but individual teachers and teaching assistants have experience of working with pupils with specific learning difficulties (SpLD), moderate learning difficulties, (MLD), pupils on the autistic spectrum(ASD), children with social, emotional and mental health needs(SEMH), children with physical difficulties (PD) and with speech and language difficulties(SLCN). All staff have received appropriate training and are actively encouraged to attend any training that will equip them to support pupils with SEND.

The school may involve specialists at any point to advise them on early identification of SEND and effective support and interventions.

The school has access to the following services: Speech and Language Therapy; Thomas Corum SpLD Base; Communication and Autism Team; Hearing Impairment Team; Visual Impairment Team; DSPL, (Delivering Special Provision Locally); DESC, (Dacorum Education Support Centre); Extended Schools Partnership; Family Services; Occupational Therapy; Physiotherapy; School Nurse and Woodfield outreach.

Facilities for Pupils with SEN or who are disabled

The school complies with all relevant accessibility requirements, please see the Accessibility Plan on the school's website for more details.

Allocation of resources for vulnerable pupils, those with SEN or who are disabled.

It is the responsibility of the head teacher, SENCO and governors to agree how the allocation of resources, including teaching assistants, are used. For pupils with more complex needs, the school may bid for Exceptional Needs Funding (ENF) from the Local Authority to provide resources additional to those normally available in school.

Information about identification and assessment procedures for pupils with SEN

Identification, assessment, monitoring and review of pupil need and progress

A pupil is identified as having SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

All those involved with the pupil, including parents, teachers and other agencies are responsible for identifying students with Special Educational Needs and Disabilities and, in collaboration with the SENCO will seek to ensure that those pupils requiring different or additional support are identified as early as possible.

Early identification of SEND is supported by liaison with Children Centres, pre-school placements, previous schools, Nursery and Reception Baseline assessments and by regular assessments of pupil progress which identify pupils making less than expected progress given their age and individual circumstances. Concerns about progress and the needs of pupils can be raised by the parent, class teacher, SENCO or head teacher.

At St. Paul's we follow a graduated approach

Every teacher is a teacher of SEN

Quality First Teaching

- ◆ Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators are monitored to gauge their level of learning and possible difficulties.
- ◆ The first response to concerns about a pupil's attainment or progress should be high quality teaching targeted at their area of weakness. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- ◆ The SENCO will be consulted as needed for support and advice.
- ◆ Parents will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- ◆ The child is recorded by the school as being under observation due to the concern raised but this does not automatically place the child on the school's SEN register. Slow progress and low attainment do not necessarily mean that a child has SEN. Any concerns will be discussed with parents informally or during parent evenings.
- ◆ At this stage it can be determined which level of provision the student will need going forward.
- ◆ Where a pupil's first language is not English, the school will seek to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.
- ◆ If a student has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

SEND Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be added to the SEN register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four - part process:

- ◆ Assess
- ◆ Plan
- ◆ Do
- ◆ Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those

interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess:

Assessment involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Parental views and concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular reviews to ensure that support and intervention is matched to their need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Types of Special Education Need

The SEND Code of Practice 2014 states four broad areas of need:

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health
- Sensory/physical

Types of SEN may co-exist.

See Appendix 1.

Plan

Planning will involve consultation between the pupil, parents, teacher, SENCO and any outside agencies to agree the adjustments, interventions and support that are required, the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. Class teachers will work alongside any teaching assistants involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the child's particular strengths and needs, in problem solving and advising on the effective implementation of support.

Review

Reviews of a pupil's progress will be made regularly. The review process evaluates the impact and quality of the support and interventions. It takes account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil. Parents are provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Review meetings are held termly for all pupils who have SEND in our school.

Supporting Pupils with Medical Conditions

Pupils with medical conditions are supported in school. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Some pupils with medical conditions may also have Special Educational Needs (SEN) and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has regard to statutory guidance in 'Supporting Pupils at School with Medical Conditions' (2014). Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Please refer to St Paul's Supporting Pupils with Medical Conditions Policy.

Referral for an Education, Health and Care

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment process so the Local Authority (LA) can determine whether it needs to make provision for the child in accordance with an Education Health Care (EHC) Plan. This assessment is usually requested by the school but can be initiated by a parent. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood.

For further information about EHC plans, please see the SEND Code of Practice Chapter 9 or speak to the school's SENCO.

Access to a broad and balanced curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting.

Where this is not possible, St Paul's School will consult with parents for other flexible arrangements to be made.

Inclusion arrangements for pupils with SEN or who are disabled

The head teacher oversees inclusion and is responsible for ensuring the school's arrangements are implemented effectively throughout the school.

The school curriculum is regularly reviewed by the head and teachers to ensure that it promotes the inclusion of all pupils.

Where appropriate, the school will seek advice from external support services about how to remove barriers and promote inclusion for individual pupils.

Where a behavioural incident warrants exclusion the head teacher will consider the incident in line with the school's Behaviour Policy and guidelines from DfE.

Involvement of pupils.

St Paul's C of E School seeks to establish a love of learning through a purposeful and engaging approach. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of feedback marking.

Pupil voice is undertaken regularly.

Complaints Procedures

Complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school's Complaints Policy.

How Governors evaluate the success of provision

The SENCO updates governors annually on SEND progress and attainment. The SEND Governor meets regularly with the SENCO to monitor and evaluate the SEND provision.

Staff training and professional development for SEND.

We recognise the need to train all our staff on SEND issues and the need to support this professional development.

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, Cluster SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

Working in partnership with parents

St Paul's C of E Primary School believes that a close working relationship with parents is vital in order to ensure;

- ◆ Parental views are valued and considered
- ◆ Early and accurate identification and assessment of SEND leading to appropriate intervention, provision and outcomes
- ◆ Continuing social and academic progress of children with SEND to enable personal success
- ◆ Personal and academic targets are set and met effectively.

We offer regular meetings to share the progress of children with SEND.

Parents may receive formal and informal communication about their child as and when necessary, through phone calls, letters, meetings and annual reports. The SENCO provides support to teaching staff throughout the school in their communication and meeting with parents upon request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority SENDIASS or Extended Schools services if specific advice, guidance and support is required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted

with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Links to support services and school to school support for SEND

Links with other schools

The school works in partnership with the other schools in the local area. This enables the sharing of advice, training and development activities and expertise.

Links with Other Agencies and Voluntary Organisations

St Paul's has a strong working relationships and links with external support services in order to fully support our SEND pupils and aid inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision.

The school invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND.

The SENCO is the designated persons responsible for liaising with outside agencies. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safe-guarding issues.

Transition

Transition planning is in place for all children, including those with SEND who will be moving year group or key stage:

- ◆ Pupils with EHCPs have next phase destinations and transition arrangements discussed at plan review meetings.
- ◆ Accompanied and additional visits to other providers may be arranged as appropriate.

Monitoring and Evaluating this Policy

Once agreed, teachers should adhere to, and implement, policy guidelines in order to identify, assess and plan for each individual's needs in order to enable all children to progress.

The policy must be reviewed and updated regularly in light of changes in legal requirements and school changes. This should be done by the SENCO in collaboration with the governors, the Head teacher and all staff.

The current policy was reviewed and updated in September 2018.

Agreed by Governors: 12th September 2018

Review Date: September 2019

Appendix 1:

Broad areas of need (SEND Code of Practice 2015)

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools - see the References section under Chapter 6 for a link.

Sensory and/or physical needs.

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their

learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the *Social Care for Deafblind Children and Adults* guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.