

**St Paul's School
Chipperfield**



**Policy for
Special Educational Needs
and Disabilities**

November 2016

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Rationale:

At St Paul's C of E Primary school we are committed to giving all our pupils every opportunity to achieve their best. The achievement, attitude and well-being of every child is paramount and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which each individual makes to our school community.

Context:

At **St Paul's** school we follow the Special Educational Needs and Disabilities Code of Practice 2014 which states:

'A pupil has SEN where their a 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.' (Code of Practice, January 2015,6.15)

Children have a learning difficulty or disability if they:

- have a significant barrier to learning which is not dependant on/brought about by external factors. and/or
- have a disability that prevents or hinders them from making use of educational facilities in the same way as the majority of their peers.

Children should not be regarded as having a special educational need solely because the language of their home is different from the language in which they are taught or the cultural background they are from.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

The new SEND Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs.

The purpose of identification is to work out what action the school needs to take to support students in mainstream education. It is not to fit students into specific categories.

Implementation:

Aims and Values

For the pupils defined as having SEN, St Paul's seeks to:

- ◆ provide high quality teaching that is differentiated and personalised to meet the needs of every individual.
- ◆ enable identified pupils with SEN to reach their full potential.
- ◆ ensure all pupils' individual needs are met with reasonable adjustments made so that all children have access to a relevant, broad and balanced Curriculum.
- ◆ follow a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- ◆ remove barriers to achievement and offer alternative / personalised curriculum to meet the needs of the individual.
- ◆ ensure that all pupils are treated equally and make progress.
- ◆ work in close partnership with all stakeholders.

THE CURRICULUM AND EQUAL OPPORTUNITIES

Children with SEN are fully integrated and we endeavour to provide support in accordance with their individual needs making reasonable adjustments.

The Identification of Need:

At St. Paul's we follow a graduated approach for identification and support.

Class teachers are responsible and accountable for the progress of all the pupils in their class, including where pupils receive targeted support from teaching assistants or specialist staff. We believe high quality teaching, differentiated for individual pupils, is the first step when responding to pupils who are experiencing difficulties with the learning process.

If there are concerns about the progress and the child's ability to access the curriculum the four following actions, set out in the Code of Practice, will be followed:

1. Assess: The class teacher, working with the SENCO will carry out an analysis of the pupil's needs based on observations, their attitude to learning, previous progress and attainment. Alongside this the views of the parents and pupils will be sort and, if relevant, advice from external support services will be considered. If it is decided the child does not required SEN support their progress will continued to be monitored, tracked and reviewed, in line with our assessment cycle.

2. Plan: Once it has been decided to provide a pupil with SEN school support, parents will be notified. The class teacher, SENCO and parents will work in consultation to put in place reasonable adjustments and support, as well as discuss the expected impact on progress, development or behaviour. This will be tracked and the impact of additional provision will be reviewed termly, in line with the school's assessment cycle.

All staff working with the pupil will be made aware of their needs, the intended outcomes and the support strategies required. Each class will keep a termly provision map of the extra support (Appendix. 1) and the SENCO will record the individual's provisions on the schools computerised management system (SIMS).

3. 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, the teacher will still retain responsibility for the pupil. Class teachers, in collaboration with any teaching assistants involved, 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 weaknesses, as well as advising on the effective implementation of support.

4. Review: The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed with the class teacher and SENCO in line with the school's assessment cycle. The impact, along with the views of the parent's and pupils, will feedback into the analysis of the pupils' progress and the next steps in support will be based on the outcome of the review.

If it is felt that the pupils' needs require greater support, with the consent of the parent's, specialist advice may be sought.

If, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child (including receiving support from specialists), the child has not made expected progress, the school with parents will consider requesting an Education, Health and Care (E, H and C) needs assessment.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a matter for the school as a whole. All members of staff and the governing body have important responsibilities. The Code of Practice is made available to all staff members electronically and is a valuable reference during staff training.

The Governing Body

The governors have a responsibility to oversee the provision for children with SEN in the school and are involved in establishing a school policy. The provision of SEN is reported to governors each term at the pupil committee meeting and is reported to parents in the Governors Report annually. The SEN governor is Maria Kenny. She has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

The Governing Body of St Paul's endeavours to follow the guidelines as laid down in the Education Act 1966 and included in the Code of Practice 2015.

Head Teacher

The head teacher, Caroline Moore, has specific responsibility for safeguarding (For further details of safeguarding the see Safeguarding Policy) and is the Designated Safeguarding Lead (DSL). She is also the designated teacher for Looked After Children (LAC). The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher will keep the Governing Body fully informed on SEND issues. The Head Teacher works closely with the SENCO to ensure the children with SEND make expected progress and all teachers are making reasonable adjustments for those children.

The SEN Co-ordinator

At St Paul's, the SENCO, Eilish Bateman, is a member of the leadership team and is also a deputy designated safeguarding lead (DSL). The key responsibilities for the SENCO include:

- ◆ overseeing the day-to-day operation of the SEND policy
- ◆ co-ordinating provision
- ◆ liaising with, and advising, teachers
- ◆ managing specific learning assistants
- ◆ overseeing the records of all children with SEN
- ◆ tracking the impact of the provision provided
- ◆ liaising with parents of children with SEN
- ◆ contributing to the in-service training of staff
- ◆ liaising with external agencies.

All Teaching and Non-Teaching Staff

All staff should be involved in the development of the school's SEN policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEN.

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 SEN provision for the pupils in their class. As well as planning for and 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 liaising 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 SEN and liaise with class teachers if necessary.

If required specific training will be arranged by the SENCO to support all staff.

PARTNERSHIP WITH 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 2015, p.8)

Parents are expected to attend termly meetings to discuss the impact of provisions put in place. A parent network group is also available for parents of children with SEND. The purpose of this is to keep parents informed of current legislation, best practice and support agencies.

In the event that a parent does not wish to engage in the process the class teacher will endeavour to meet the child's needs by normal differentiation used in class, but without parental consent no further support could be obtained at this stage.

PROVISION OF ANY SEN SPECIALISM

Admission Arrangements Regarding SEN

All schools should admit pupils with already identified special educational needs as well as providing for pupils not previously identified as having SEN. [For further details of Admissions see the Admissions Policy]

Resources

Funding for SEN is received through the Standards Fund. If required, exceptional needs funding can be applied for in specific cases.

Staff members are able to regularly undertake specialised training at the local outreach bases and centrally at the Hertfordshire Development Centre, to update their knowledge and practice. If it is deemed appropriate the school can and will provide specialised teaching on or off site for children with Education, Health and Care plans, where the plan clearly states for this to be done.

Teachers' resources are stored in the SEN filing cabinet in the SENCO Office. This cabinet contains information relating to the nature of various types of SEN, the symptoms expressed and strategies for providing for the need. As well as this there are various age appropriate resources for different needs throughout the school in appropriate classrooms.

The school building is currently accessible for disabled pupils. [for further details refer to the Accessibility Plan and the Admissions Policy]. This Accessibility Plan will be reviewed annually and included in the Governors' Report.

Complaints Procedures

In the first instance, parents' complaints about the provision or organisation of SEN are dealt with through the procedures outlined in the Whole-School Complaints Policy.

If there continues to be a disagreement with regard to the SEN provision, the appropriate outside agency should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEN tribunal at any stage.

More detailed information can be found in the [SEND Code of Practice 2015](#).

MONITORING AND EVALUATING SCHOOL POLICY

Teachers should adhere to, and implement, policy guidelines in order to identify, assess and plan for each pupils' individual 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 with parents, governors, Headteacher and all staff.

The current policy was reviewed and updated in November 2016.

Agreed by SLT: November 2016

Agreed by Governors: December 2016

Review Date: November 2017

Appendix 1:

Class based provision map

Cohort: xxxx (Including levels of support)			Year group: x	Date: x	Teacher: x
Reading Child K Child K Child K	Writing Child K Child K Child K	Maths Child E Child K Child K	Other vulnerable pupils	Other children with SEND / medical needs not already listed	Children with poor attendance
Characteristics of learning that work well for this cohort:					

<p>Quality first teaching (ALL) We aim to provide high quality and inclusive whole class and small group teaching, with carefully planned differentiation of task/outcome/level of support to ensure lessons are accessible to all children.</p>	<p>Grouped provision (English) (SOME) X, x, ,x ,x : spelling, sentence construction x 1 session a week with x</p>	<p>Individual provision (English) (FEW) x - 1:1 x 2 sessions a week with x Spld base suggestions</p>	<p>Other provision</p> <p>Additional access arrangements:</p> <p>Emotional Support: Social group</p> <p>Curriculum: Specific arrangements.</p> <p>Physical environment: Work station</p> <p>ICT Netbook</p>
<p>Deployment of additional adults x – general class support, small group teaching, supporting specific children during whole class teaching and independent activities, daily support sessions with individual children, whitewords and support 1:1 support for SPLD targets x – wave 3 and wave 2 support 1:1 support for SPLD targets x – 1:1 tuition</p>	<p>Grouped provision (Maths) X, x, x, x: Specific age related group x 1 session a week with X, plus 1 session follow up in class support</p>	<p>Individual provision (Maths) x 1:1 x 2 sessions a week with xy Spld base suggestions</p>	
	<p>Parents Parent consultations 2 x year. Annual reports. Open evening. Home –school link books.</p>		