

ST. MARGARET'S CHURCH OF ENGLAND PRIMARY SCHOOL
Special Educational Needs and Disability Policy
JAN 2018

Introduction

St. Margaret's works hard to provide a broad and balanced curriculum for all children. Through our planning, we set appropriate learning challenges and respond to children's diverse learning needs. Some children have barriers to learning or exceptional abilities, that means they have special needs and require particular or extra action. We ensure all action is relevant to the needs of each child and provide access for physical, social, emotional and intellectual development.

Aims and objectives

The aims of our policy are:

- To create an environment that raises aspirations and meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that our children are involved in this process
- To implement the 'Assess - Plan - Do - Review cycle to monitor pupils' progress and needs

Definition Of Special Educational Needs

According to the Dfes Code of Practice for Special Educational Needs and Disability (2001 and 2014) a child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age

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- b) has a disability which either prevents or hinders the child 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 must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area
(b) for children under two, educational provision of any kind.

DEFINITIONS IN THE CHILDREN ACT 1989 AND THE EQUALITY ACT 2010

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed (Section 17 (11), Children Act 1989)

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities'.

Pupils with special educational needs and/or disabilities can fall into one or more of the following categories:-

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

SEND Provision

ROLE OF THE CLASS TEACHER

- To identify pupils with SEND so that early intervention can be implemented
- To be responsible for the day to day implementation of targets on Pupil Passports
- To plan for the support of the teaching assistant with a specific child or group of children

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- To differentiate the curriculum accordingly to meet the needs of children with SEND
- To liaise effectively with teaching assistants (TA's), Special Educational Needs and Disabilities Co-ordinator (SENCo), any outside agencies helping the child and parent/ guardian
- To review the Pupil Passport three times over the academic year
- To inform the SENCo of any necessary resource implications
- To liaise initially with the parents and keep parent/ guardian informed of changes to the Pupil Passport
- To assess and record whether learning has occurred

ROLE OF SEND CO-ORDINATOR

- To manage the day to day operation of the school's SEND policy
- To liaise with and advise fellow colleagues
- To co-ordinate and evaluate provision for children with special educational needs
- To maintain the school's SEND register and records of all pupils on that register
- To liaise with parents of children with special educational needs
- To contribute to the in-service training of staff
- To liaise and work in partnership with external agencies
- To develop links with other schools to ensure smooth transitions
- To keep the headteacher informed of all developments

SENCo: Mrs C Baldock

ROLE OF THE HEADTEACHER

To have overall responsibility for the management of the policy

To keep the governing body informed about SEND issues

To work closely with the SEND personnel within the school

Headteacher: Mr J Siddle

ROLE OF THE GOVERNING BODY

- To ensure provision for pupils with special educational needs in regard to the Code of Practice
- To identify a governor to have specific oversight of the school's provision for pupils with special educational needs.

SEN Governor: Mrs C Poller

Admission Policy

Normal admissions policies apply. All pupils are assessed on entry to the school.

Facilities for Disabled

The school has wheelchair access to two entrances and a toilet with facilities for a disability.

Allocation of Resources

The Headteacher will allocate funds for SEND provision in consultation with the governors.

Staff development

All staff are given the opportunity to attend relevant SEN courses and the SENCo facilitates in-school SEN training. The SENCo is routinely available to offer advice and guidance.

Identification and Assessment

Children with learning difficulties, any disabilities or social or emotional problems shall be identified as early as possible.

Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources.

Children are added to the SEND Register usually as a result of one or more of the following, and only after full discussion with their parents:

- A teacher sensing that a child is not coping with work which the majority of his / her peers seem to be managing confidently.
- After screening or assessment with standardised or diagnostic tests a child's score is a cause for concern.
- A specific need is highlighted following a discussion with a parent.
- If the Online Pupil Tracker assessments show that a child has not made the expected progress over an allocated time a child will be placed on the School Monitoring Register. If they continue to make less progress teachers will discuss with parents putting that child onto the SEND Register.

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- If a child transfers from another school and their records show that a specific problem is already apparent.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour of management techniques usually employed in our school.
- Has sensory, physical or communication problems

Parental concerns - If a parent has concerns the following procedure will be followed:

- Initial concerns may be expressed at parent's evenings or on request after school with the class teacher.
- A further meeting may take place.
- Concerns will be discussed with the Head and SENCo.
- Depending on the child's needs outside agencies may be requested to assess or observe the child.
- A plan of action will be put together with the parent and child. Specific targets will be set.
- The plan and targets will be reviewed regularly with the parent and child.

Once it has been decided that a child has a special educational need the parents will be consulted and the process for meeting the need will be explained. The child will be involved in discussions on how their needs are to be met at a level appropriate to their age.

Support will be in the form of a four-part graduated cycle:

Assess → Plan → Do → Review

The following stages from the Code of Practice will be followed:

SEN Support School informs parents. Information about the child is gathered (including information from parents).

The Class Teacher will set targets for the child and these will be recorded on a Pupil Passport. Children are actively encouraged to take part in this process and success is celebrated.

If progress falls further behind despite school intervention outside agencies will be consulted.

The Specialist Agencies will assess the child. School will act on advice on further changes that could be made within the school to meet the child's needs.

The Specialist Agencies are:-

Specialist Teaching Team (STT)

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The Working Together Team (WTT for Autism support)
Sensory Impaired Services
Speech and Language Therapist
BOSS Team (for emotional support)
Educational Psychologists (EP)
Medical Services
Child and Adolescent Mental Health Service (CAMHs)

Parental consent is needed in order to refer children to any of these agencies.

Education Health Care Plan The School will request an EHC from the LEA when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. Parents may also request an EHC. EHCs will normally be provided where the LEA considers the pupil requires provision beyond what the School can offer. The LEA may then provide additional funding to the School to enable this to happen.

The SEN Co-ordinator and Class Teacher will continue to draw up Pupil Passports to support the Education Health Care Plan.

The Education Health Care Plan is reviewed annually by the Headteacher, SENCo, parents and appropriate external agencies. The parents are encouraged to participate as well as the child, at an age appropriate level.

English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will clearly follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs and/or disabilities. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Pupils will not be placed on the SEN and/or Disabilities Register because they are EAL.

Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;

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- need a range of different teaching approaches and experiences.

We respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their social and emotional difficulties in order to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

At St. Margaret's we use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Pupil Passports, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND register have a Pupil Passport. Any child causing concern that does not require intervention at the time is placed on a monitoring list and progress regularly reviewed.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. Whenever possible we try to avoid withdrawal from the core subjects of English and mathematics.

Monitoring and evaluation

Each class teacher manages children's Pupil Passports in conjunction with the SENCo. The SENCo monitors the movement of children within the SEN system in school. The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The governing body reviews this policy regularly and considers any amendments in the light of the annual review findings. The SENCo reports the outcome of the review to the full governing body.

Complaints Procedure

This is the same as the complaints procedure for the other areas of the curriculum.

Parental Role

St Margaret's has an open-door policy welcoming parents in to discuss any concerns. The SENCo and/or class teachers will be available to discuss targets for Pupil Passports with children and their parents. Parents are encouraged to work on the child's targets at home. Our aim is to have positive partnerships with parents to the benefit of the child.

Links with other Schools

Year 6 pupils usually transfer to John Spendluffe Technology College or Queen Elizabeth's Grammar School in Alford but some transfer to Louth. All SEND records will be passed forward on transfer.

On rare occasions children may transfer into a special educational need setting if this is deemed appropriate by the county council.

Staff from all schools visit St Margaret's to discuss individuals with the SENCo. In addition they are invited to Education Health Care Plan reviews. Time is arranged for children to spend at their new school prior to transfer in order to familiarise them with the new environment.

Implementation

Successful implementation of this policy should be evident by:

- The progress made by children in all areas of self-esteem and skill levels
- The satisfaction of parents, children, governors and staff.

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- The effective use of resources.

Additional information can be found in our Local Offer and Information Report.

The Governors approved this policy on

Signed.....