



St. Michael's CEP School

Special Educational Needs
Policy

[Approved: March 2017]
[To be reviewed: March 2019]

St. Michael's CEP School Special Educational Needs Policy

Person Responsible: Mrs V Glover

National Award for SEN (NASENCo award)

SEN Governor: Mrs Angela Burdsal

Date for full implementation: January 2017

Review Date: January 2018

Objectives in making provision for pupils with SEN

The aims of our SEN policy and practice in this school are:

- Value all God's children in our school equally.
- Work in cooperative and productive partnership with the Local Authority, 'cluster' schools and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- It is the responsibility of all teachers to identify and meet the SEN of pupils. In this they can draw on the resources of the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with special educational needs to join in with all the activities of the school.
- Secure high levels of achievement for all.
- Good special needs practice is good practice for all pupils.
- All special educational provision is more effective if pupils and parents are fully involved.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

Definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*

- *has a disability which prevents or hinders him or her 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*

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Draft Special Educational Needs and Disability Code of Practice 0-25 years (April 2014)

Identification and assessment of pupils with special educational needs

All pupils are entitled to well differentiated, quality first teaching including, the Foundation Stage and National Curriculum. This policy ensures that the teaching arrangements in this school are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Head teacher and the Governing body set targets and specific criteria for the success of the SEN policy.

Differentiation

Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils in this school will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The SENCo will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum on offer for all pupils in the school day i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

Assessment at Stage One

Children's needs should be identified and met as early as possible through: 3

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- involving an external agency where it is suspected that a special educational need is significant.

Stage 2 – Additional SEN support

- Children will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum on offer for all pupils in the school day i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support but will be on a monitoring list.
- It may be decided that a very small number, **but not all** of the pupils on the SEN register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6000 (above the Average Weighted Pupil Unit) has, or will need to be, spent on a pupil within any one financial year, in order to meet his/her special educational needs, an application will be made to the Local Authority. (With particular regard to the success criteria and SEN Descriptors published as part of the local offer).
- On the rare occasion where a pupil has a significant, severe and sustained need, it may need to be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHCP)
- Where a pupil is in receipt of High Needs Funding and/or an EHCP, a decision will be made as to whether a short-term Individual Education Plan (IEP) is required.

STAGE 3 Education Health and Care Plan (Statement of Special Educational Needs)

- Pupils with a statement of educational needs (pre September 2014) or an EHCP (post September 2014) will have access to all arrangements for pupils on the SEN list and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for a) High Needs Block Funding b) EHCP and will ensure that all pre-requisites for application have been met through providing a detailed programme of SEN Support using our devoted budget at an earlier stage.
- Review procedures will fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and Local Authority policy and guidance – particularly with regard to the timescales set out within the process.

Provision

All of our teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do and we achieve this in a variety of ways when planning for children's learning.

From Year 1 to Year 6 we set targets for English and Mathematics at the appropriate level. We also teach the children in our classes with appropriate differentiation and we run 'more able groups' in English and Maths at KS2. We also offer a range of extra-curricular activities for our children. Opportunities include a range of sporting clubs and musical tuition.

Management of SEN within our school

Provision for pupils with SEN is a matter for the school as a whole. All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

Headteacher

- The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN.
- The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The headteacher in liaison with the SENCo, keeps the governing body fully informed and works closely with staff and parents. He also seeks out and shares best practice with the LEA and other schools.

The role of the Governing Body

The school governors have specific responsibility to:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, pupil's needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The Role of the School SENCo

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our SENCO will be a qualified teacher working at our school and will have statutory accreditation.

The Special Educational Needs Coordinator (SENCo) responsibilities include:

- Co-ordinating provision for pupils with SEN
- Liaising with and advising fellow teachers
- Liaising with learning support assistants
- Liaising with parents of pupils with SEN
- Liaising with the Secondary school SENCo, educational psychologists, school nurse, speech and language therapists and other health services. The SENCo meets regularly with SENCos in other schools which enable her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.
- Overseeing the records of all children with special educational needs
- Implementing a programme of Annual Reviews for all pupils with a statement of SEN. Complying with requests from an EHCP Coordinator to participate in a review
- Carrying out referral procedures and providing strong evidence arising from previous intervention (additional support from devolved budget) to the Local Authority to request High Needs funding and/or an EHCP when it is suspected that a pupil may have a special educational need which will require significant support.
- Liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views.
- Attending area SENCO meetings and training as appropriate

Class Teacher

The Class Teacher will liaise with the SENCO to agree:

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored
- which pupils require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional.

The Class Teacher will secure good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- “ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely ‘additional’ to or ‘different from’ those normally provided as part of the differentiated curriculum offer and strategies” (SEN Code of Practice 2014)
- Ensure effective deployment of resources – including teaching assistant

Professional Development of Teaching and Support Assistants

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year which it may be used to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

Special needs is included within all school training. In addition staff attend training organised by the LEA and other agencies e.g. universities.

Involvement of Special Support Services

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market/ Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to the governors on the efficacy of these arrangements (including value for money).

Transfer and Induction

Links are made with other mainstream schools, when a pupil changes school or leaves school. Links are also made with pre-schools and nursery when a pupil begins school.

- 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.
- Primary pupils with a “statement” (EHCP) receive a Statutory Annual Review of progress report to which the head of Learning Development of the Secondary School is invited to attend.
- During the Summer Term, the Headteacher, SENCO or a representative of the Secondary School discusses any pupils who are deemed to have SEN with the Head teacher. The SENCO will liaise with the SENCOs of the Secondary Schools to ensure that effective arrangements are in place to support pupils at the time of transfer.
- The SENCO will make arrangements to visit home and nursery/pre-school of a child with SEN. Informal assessment of provision needs will be undertaken and arrangements made. If the child already has an identified special educational need, this information may be transferred through *Early Years Action* .
- In the case of children with a Statutory Assessment and recommended support, every effort is made to appoint a LSA prior to the child being admitted to school.

Funding – how equipment and facilities to support children with special education needs will be secured

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreement and quality assurance criteria.

Children with medical conditions

In our school we will ensure that all children with a medical need get the support required to meet their needs.

Special facilities

The school welcomes applications for admission from the parents of pupils with mobility difficulties and has wheelchair access. All of the school is wheelchair accessible and there is one toilet for disabled pupils.

The governors make every effort to accommodate a pupil’s particular needs and work with the LEA to improve facilities. This is being taken forward through the Access Initiative Scheme. See School Accessibility Plan.

Partnership with Parents/Carers

The school will always tell parents when their child is receiving help for their SEN. The school aims to work in partnership with parents and carers. We do so by:

- informal conversations and home/school communication books
- keeping parents and carers informed about attainment and progress and termly parents' evenings
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- focusing on the child's strengths as well as areas of additional need
- allowing parent and carer opportunities to discuss ways in which they and the school can help their child
- agreeing targets for pupils, in particular those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing up and monitoring progress against these targets
- keep parents and carers informed and giving them support during assessment and any related decision-making process
- making parents aware of the Parent Partnership services
- providing information in an accessible way, including where necessary, translated information for parents with EAL
- parents are invited to attend all reviews.

Involvement of Pupils

Our school recognises that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. They will be encouraged to:

- participate in all the decision-making processes including the setting of learning targets and one to one interview with SENCo and outside agencies
- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving their targets

Complaints Procedures

If parents wish to express concern about any provision in relation to SEN or EAL these will be dealt with in the first instance by initial discussion will take

place with the class teacher and SENCO and/or EAL coordinator. If the concern has not been resolved the matter may be directed to the head teacher. The Governor with specific responsibility for SEN may be involved if necessary. *(see separate Complaints Policy)*

Evaluation and Review of Policy

Governors, in consultation with SENCO, will evaluate and review the Special Educational Needs Policy on an annual basis. Criteria for evaluation will include –

1. Are the aims and objectives being met?
2. Are the children with Special Educational Needs making progress?
3. Is the school policy in line with national and county recommendations?
4. How the school through self-evaluation may seek to be improving SEN provision.

The budget, Policy and School Improvement Planning for SEN will be discussed annually in the Summer term by the Headteacher, SEN Governor.