

St Mary and St John CE Primary School Special Educational Needs Policy

Within our tradition as a Church of England (VA) Primary School, we are committed to making St Mary and St John an inclusive environment, fostering curiosity, spirituality, creativity and respect. At our school we want everyone to be valued, to explore the joy of learning, and to achieve their full potential.

DEFINITION

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs and/or disability (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- 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

Aims and objectives:

St Mary and St John CE Primary School (SMSJ) is committed to providing an appropriate and high quality education to all children who attend our school. The Governors and staff at SMSJ recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum, which is accessible to them, and to be fully included in all aspects of school life. We aim to create a happy, educationally exciting and positive environment in which all children can develop to their full potential and become confident, independent individuals.

We aim to:

- Ensure that our curriculum is responsive to all children whatever their individual need;
- Promote positive attitudes and individual confidence, ensuring all children experiencesuccess;
- Identify, assess, record and regularly review children' special educational needs;
- Encourage parents/carers to be involved in planning and supporting at all stages of their child's development;
- Make effective use of support services.

SECTION A: ROLES AND RESPONSIBILITIES

Provision for children with special educational needs is a matter for the school as a whole.

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school, including provision for children with SEND, and for doing their

best to ensure that the necessary provision is made for any child who has SEND. They should determine the school's general policy and approach to provision for children with SEND and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and Inclusion Lead, of the provision for children with SEND and implementation of the policy within the school.

Inclusion Lead

The Inclusion Lead is Beth Gibson. She works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with SEND.

She is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND
- ensuring the involvement of parents and carers from an early stage and liaising with parents of children with SEND;
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff;
- helping to identify children with SEND, assessing and planning for progress;
- maintaining the school's SEND register;
- acting as Designated Teacher for Looked After Children with SEND;
- advising on the deployment of the school's delegated budget and other resources to meet the needs of children with SEND effectively;
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- managing teaching assistants, in liaison with staff
- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative

Headteacher

The Headteacher has overall responsibility for the management of provision for children with SEND and keeps the governing body fully informed and works closely with the Inclusion Lead.

Teaching Staff and Teaching Assistants

Class teachers are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for children with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of children. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

CO-ORDINATING AND MANAGING PROVISION

The Headteacher and Inclusion Lead meet frequently to discuss SEND issues.

The Inclusion Leads meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at both staff and phase meetings in order to raise the achievement of children with SEND. Special needs provision is an integral part of the School Development Plan. The Inclusion Lead oversees the additional provision for children with SEND using provision mapping. The Inclusion Lead meets with the teaching assistants for a weekly briefing and skills development, and monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The class teacher meets three times a year with the parents/ carers of all children on the SEND register to review progress and identify next steps. The Inclusion Lead also liaises with parents and children with Education, Health and Care Plans (EHCP) and they participate fully in the annual review of the EHCP. Where there is a concern that parents need extra support the Early Help/ TAF process is used to identify areas for change and engage support from other professionals.

SMSJ is fully committed to being an inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All children are welcome, including those with special educational needs and/or disability, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

SPECIALISMS AND SPECIAL FACILITIES

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The Accessibility Plan is a three year plan that is reviewed annually. The school has full access for wheelchairs and accessible toilet facilities are available. Where a child has a disability, the Inclusion Lead and class teachers make sure that all relevant staff are appropriately briefed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the pupil SEND records. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy and Accessibility Plan).

The Inclusion Lead and Governor with responsibility for SEND liaise regularly to discuss provision within the school for all children with SEND.

Specialist training among staff

Staff training is undertaken in various aspects of SEND according to the needs of the children in their class to ensure that the provision and support given to children is appropriate and effective.

The training needs of the staff, including TAs, are reviewed as part of the CPD process in school.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION/

ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for children with SEND in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the Inclusion Lead.
- The notional SEND budget (element 2 funding) covers the additional educational resources and staffing support required.
- Specific funds may be allocated to children with Education, Health and Care Plans.

SMSJ, as part of normal budget planning, has a strategic approach to using resources to support the progress of children with SEND. SMSJ provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment Policy and Equal Opportunities Policy). Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND. All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Headteacher, Deputy Head (assessment co-ordinator) and Inclusion Lead consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the Inclusion Lead who may then involve other professionals from outside the school. The information gathering will include an early discussion with the children and their parents. SMSJ recognises that parents/ carers know their children best; we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with a discussion around the desired outcomes, including the expected progress and attainment and the views and wishes of their parents/ carers.

When a child is identified as needing SEND support, school employs a graduated approach of Assess- Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The LA SEND Guidance is used as a guide for the identification, assessment and provision

for SEND, and the forms provided are used for record-keeping. A register of children with SEND is kept as a legal requirement.

Criteria for identifying SEND may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to communication/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The Inclusion Lead and the class teacher, together with specialists, and involving the children, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. A Pupil Profile is used to record this information, as well as the voice of the child and parents/ carers and the outcomes agreed for the child. The Pupil Profile is reviewed three times a year.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The local authority will expect to see evidence of the action taken over a 12-month period by the school as part of its provision for children with SEND.

Provision

Provision for children with SEND is a graduated response to children's individual needs. Such provision is recorded on the child's individual provision tracker.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual children may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs
Autistic Spectrum Disorder including Aspergers and Autism
- Cognition and Learning: Learning difficulties
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties: Behaviour reflecting underlying underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder

- Sensory and/or physical: Hearing Impairment

Visual impairment
Physical disability
Multi-sensory impairment

Supporting children with medical conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. SMSJ has regard for the statutory guidance supporting children at school with medical conditions (DfE, 2014). See the Supporting Pupils with Medical Conditions policy.

CURRICULUM ACCESS AND INCLUSION

SMSJ strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos;
- broad and balanced curriculum for all children;
- systems for early identification of barriers to learning and participation;
- high expectations and suitable targets for all children.

EVALUATING SUCCESS

Parents/guardians, staff and children meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- Regular monitoring of classroom practice by the Inclusion Lead and subject coordinators
- Analysis of pupil tracking data and test results – for individual children
- for cohorts
- Value-added data for children on the SEN register
- Monitoring of procedures and practice by the SEN governor three times a year
- Monitoring the quality of Pupil Profiles and review meetings
- Annual parent questionnaire
- The School Development Plan

COMPLAINTS PROCEDURES

If a parent or carer is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or Inclusion Lead, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

STAFF DEVELOPMENT

The school is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs and office staff, inclusion briefings, attendance at County meetings and the reading and discussion of documents on SEN. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of NQTs and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school is able to call upon the expertise of a wide range of specialist support services. These support services are consulted after discussion with the Headteacher and/or Inclusion Lead, and with the full agreement of parents. Following consultation, a referral may be deemed to be appropriate for the child, in which case the appropriate referral form will then be completed by the Inclusion Lead and parent/ carer. The Inclusion Lead holds contact addresses and request forms for other agencies and support services.

PARTNERSHIP WITH PARENTS

Our school believes that good communication between parents/carers and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with SEND to achieve their potential. Parents/ carers are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parent Consultations and Pupil Profile review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress.

Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or needs. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At SMSJ, we encourage children to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Children are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

TRANSFER ARRANGEMENTS

The Inclusion Lead, class teachers and Headteacher liaise over the internal transfer of children with SEND. Placements are considered carefully in order to meet a child's particular needs.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The Inclusion Lead and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

If a parent/ carer of a child with an Education, Health and Care Plan requests a specialist placement for Secondary school, the child's EHCP should be amended in the light of recommendations of the Year 6 annual review by the date set by the Local Authority to ensure that time is available to make necessary transfer arrangements re/needs and provision in the receiving school.

Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in three years.

Beth Gibson: Inclusion Lead

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