St Nicholas
C of E Primary School

Special Educational Needs and Disabilities Policy

Adopted: November 2016 **Review date: November 2017**

1.0 INTRODUCTION

1.1 St Nicholas C of E Primary School, through its Christian ethos, aims to enable all pupils to achieve their full personal and academic potential. Through challenging and exciting experiences in a supportive and secure environment we encourage high levels of motivation, co-operation and stability.

1.2 Our Special Educational Needs and Disability (SEND) policy is one of inclusion and we seek to give all children access to a full range of educational opportunities which children of their age range are entitled to. We are committed to offering an inclusive curriculum, to ensure the best possible progress for all our pupils, whatever their needs or abilities.

2.0 DEFINITION OF SEN

2.1 A child may be identified as requiring SEND support if he or she has a significantly greater difference in learning than the majority of children of the same age, or a disability which makes it difficult to use education facilities generally provided in school, and requires provision additional to, or different from, that made generally for children of the same age in order to make progress in their learning.

2.2 When assessing needs of pupils to decide whether to place them on the SEND Support register the Code of Practice (2014) identifies four broad areas of SEND;

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

3.0 PRINCIPLES AND VALUES

3.1 In providing for those pupils defined as having SEND, at St Nicholas School, we seek to:

- ensure that all pupils are valued equally
- ensure that all pupils make progress
- work in close partnership with parents/carers and children
- ensure that SEND needs are identified and assessed as early as possible
- ensure pupils' needs are met as soon as is practicable
- ensure that all children have access to a relevant, broad and balanced Curriculum
- ensure all children have physical access to learning environment
- work proactively with the Warwickshire LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting additional needs
- maintain and develop a range of expertise within the school
- monitor, review and evaluate policy and provision on a regular and systematic basis in line with all other policies.

4.0 IDENTIFICATION AND ASSESSMENT

4.1 At St Nicholas School, the progress of all pupils is monitored throughout the school by the Senior Leadership Team. Each class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Where the teacher is concerned about a pupil's progress, the following procedures are followed.

4.2 **Pre-SEND category 'Monitoring'**

4.2.1 In order to meet the needs of individual pupils and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies to support the needs of the pupil.

4.2.2 The child's parents are kept informed of the teacher's concerns and are encouraged to contribute their knowledge and understanding of the child and raise any concerns that they may have.

4.2.3 Detailed records of observations, knowledge of a child's strengths and weaknesses, intervention strategies used and concerns expressed are maintained. Using this evidence, the class teacher might come to feel that the strategies in use are not resulting in the child learning as effectively as possible. In these circumstances, the SENCo should be consulted. Class teachers use the referral document 'SEND Concerns.'

4.2.4 This can lead to the conclusion that the pupil requires help over and above that which is normally available within the class.

4.2.5 At this point, the school has a duty to inform the child's parents that additional educational provision is being sought for the child because the child might have SEND. A discussion would take place with parents and, with their consent the child's name will be placed on the school's SEND support list.

4.3 **SEN SUPPORT LIST – A Graduated Response**

4.3.1 When a pupil is identified as needing SEND support, the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated Curriculum. These interventions are recorded on a whole class Provision Map.

4.3.2 Strategies for pupils' progress will be recorded on a personalised 'My Plan.' This document has replaced our Individual Education Plans (IEP's)

4.3.3 My Plans;

- are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEND. They are seen as working documents which can be constantly refined and amended.
- will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children.
- Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more english" or "more maths".
- will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets". We will continue to use My Plans in the front of pupils English and Mathematics workbooks.
- have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- will be time-limited – at the termly review, there will be an agreed "where to next?"
- will have a maximum of four short / medium term SMART targets set for or by the pupil.
- will be based on informed assessment, discussion between class teacher, SENCo, parent and pupil and, where necessary, will include the input of outside agencies,

4.4 **EXTERNAL AGENCIES**

4.4.1 At a review meeting the school and parents might decide to request help from external support services.

4.4.2 These consultants usually see the child in school, if that is practicable, so that they can liaise with class teachers regarding targets and accompanying strategies.

4.4.3 The support could include assessment, writing reports or sharing advice. The kinds of advice and support vary according to the needs of the child.

4.4.4 These agencies normally include the Local Education Team including the Educational Psychologist (EP), Early Intervention Service (EIS), Speech and Language Therapy (SALT), Integrated Disability Service (IDS), Occupational Therapy (OT), School Nurse

4.5 **STATUTORY ASSESSMENT**

4.5.1 The SEND needs of the majority of children in St Nicholas School can be met effectively through additional intervention and Quality First Teaching. However, in a small number of cases, where the child remains a significant cause for concern, the school alongside parents may ask for a statutory assessment through Warwickshire LA.

4.5.2 **Statutory Assessment** constitutes consideration by the LA working co-operatively with parents, the child's school and, as appropriate, other agencies, to decide whether a Statutory Assessment of the child's educational needs is necessary. If so, the assessment is conducted in close collaboration with the parents, school and other agencies. The school is aware that Statutory Assessment does not always lead to an Education Health Care Plan (EHCP). Warwickshire LA seeks evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LA needs information about the child's progress over time and clear documentation on the child's Additional needs and the action taken to deal with these needs.

4.6 **EHCP**

4.6.1 When Warwickshire LA has completed its assessment of a child, it will decide whether to issue an EHCP.

4.6.2 The EHCP should specify clearly the provision necessary to meet the needs of the child. St Nicholas School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and Curriculum, any modifications to the application of the National Curriculum and any appropriate exclusions from the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum.

5.0 CRITERIA FOR EXITING THE SEN REGISTER/RECORD

5.1 Evidence of sustained progress as measured by teacher assessment, SENCo analysis and formal assessments.

5.2 Evidence from reports and assessments from external agencies.

6.0 INVOLVEMENT OF PARENTS AND CARERS

6.1 At St Nicholas School we seek to work in partnership with parents and carers. We see this as vital if pupils are to get the support and encouragement they need to make good progress. Such support is particularly important for children with special educational needs.

6.2 We strive to;

- Give parents and carers opportunities to play an active and valued role in their child's education.
- Make parents and carers feel welcome and instil confidence that the school will listen to concerns and act appropriately on any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Focus on and celebrate the child's strengths as well as areas of additional need.
- Keep parents and carers informed, give support during assessment and any related decision-making process.

7.0 INVOLVEMENT OF PUPILS

7.1 At St Nicholas School we recognise 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. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual outcomes across the curriculum so that they know what they are working towards, why they have them and what they need to do to achieve them
- self-review their progress and set new targets
- monitor their success at achieving the targets using their My Plan.

8.0 MONITORING AND EVALUATION OF SEND PROVISION

8.1 The following success criteria are seen as indicators that the school's SEND policy is functioning effectively when monitoring and evaluating the effectiveness of our provision:

8.2 All children with SEND:

- Are identified at an early stage and provided with the appropriate provision
- Have appropriate differentiated work
- Undergo assessment of progress made in intervention groups
- Will make appropriate progress against individual targets
- Receive informal feedback from staff
- Are involved when setting new targets or reviewing existing targets
- Have progress tracked using assessment data (whole-school process)
- Have their attendance records monitored
- Are being appropriately included within the school and are receiving the provision they need

8.3 **Evaluation**

- Regular meetings about pupils' progress with class teachers, parents and carers, SENCo and Head teacher
- Head teacher's report to Governors
- SEN information report – available on the school website
- Parents and carers see the value in the SEND policy and are working with the children to achieve it.

8.4 In addition the governing body will monitor the work of the SENCo through:

- Considering Head teacher reports that reflect the activities of the SENCo and any other current issues;
- Consider reports from the SENCo;
- Having regular discussions between the SEND governor and the SENCo;

9.0 ROLES AND RESPONSIBILITIES

9.1 Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body; the school's Head Teacher, SENCO and all other members of staff have important responsibilities.

9.2 **CLASS TEACHERS**

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with SEND.
Through liaison with the SENCo the class teacher will;

- identify which pupils in the class are vulnerable learners.
- highlight which pupils are underachieving and need to have their additional interventions monitored on the class provision map – but do not have special educational needs.
- recognise which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND support list.
- secure good provision and good outcomes for all groups of vulnerable learners.

9.3 **SENCO**

In line with the recommendations in the SEND Code of Practice 2014, the SENCo will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for SEND pupils;
- identifying pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of Higher Needs funding and those with statements of Special Educational Need or Education Health and Care plans;
- co-ordinating provision for children with SEND;
- liaising with and advising teachers;
- managing other classroom staff involved in supporting vulnerable learners including SEND pupils;
- overseeing the records on all children with SEND

- Liaising closely with a range of outside agencies to support vulnerable learners,
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils who are vulnerable learners.
- Monitoring the school's system for ensuring that My Plans have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND).
- Meeting **at least** termly with each teacher to review provision for vulnerable learners in their class who are being tracked on the school's provision map (SLT will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- Liaising sensitively with parents and families of pupils on the SEND support list, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).

9.4 **HEADTEACHER**

9.4.1 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.

9.4.2 The Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO) Laura Marshall (maternity cover during 2016/17 Emma Brain)

9.4.3 The Headteacher will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO);
- pupil progress meetings with individual teachers;
- regular meetings with the SENCO
- discussions with pupils and parents.

9.5 **GOVERNING BODY**

The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEND. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The SEND governor is **Tricia Bowler.**

9.5.1 The governing body's responsibilities include;

- Ensuring (through monitoring) that provision of a high standard is made for SEND pupils.
- Co-operation with the Head Teacher to determine the school's general policy and approach to provision for pupils with SEND, establishing the appropriate staffing and funding arrangements.
- Doing its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensuring that the teachers in the school are aware of the importance of identifying and providing for those children who have SEND.
- Reporting to parents/carers on the implementation of the schools policy for children with SEND.

10.0 ALLOCATION OF RESOURCES

10.1 In order to give every child with SEND access to a broad and balanced curriculum, the school has established a procedure for identifying and providing human and material resources to support individual SEND requirements.

10.2 The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs or Statements.

10.3 The SEND budget figure is included in the whole school annual budget. The money is used to fund classroom assistants to support SEND pupils. The Headteacher informs the governing body of how the funding allocated to support SEND has been deployed.

10.4 The Headteacher and the SENCo meet to agree how to use funds. The SENCo maintains a provision map to show allocation of 'human' resources in supporting the needs of SEND children as well as maintaining a list of physical resources available to staff to enable them to support children with SEND.

11.0 ADMISSION ARRANGEMENTS

11.1 The admission criteria for the school are such that no child is barred from admission because of special educational needs, if mainstream schooling is felt to offer the appropriate provision for the child.

12.0 FACILITIES

12.1 The school is a modern purpose built school. It has appropriate access for wheelchairs. In addition the school has a disabled toilet and changing facilities. This means that the school is suitable for children with a variety of physical disabilities.

13.0 RECORD KEEPING AND MANAGEMENT OF INFORMATION

13.1 Each class teacher has an Inclusion file that contains copies of information relating to SEND children as well as children identified as vunerable learners. This information includes letters, reports and assessments from support services as well as My Plans (where necessary.)

13.2 The SENCo, with the support of the Assistant SENCo, is responsible for keeping the SEND Support list and Inclusion files up to date and for ensuring the confidentiality of the information within these.

14.0 PROCEDURE FOR DEALING WITH COMPLAINTS REGARDING SPECIAL NEEDS

14.1 Complaints regarding any aspect of SEND are best handled by those people working most directly with the child. Therefore, parents should discuss their concerns with the class teacher initially.

14.2 If the parents and the class teacher are not able to come to a satisfactory understanding, then the parents should be encouraged to talk to the SENCo.

14.3 In the event of agreement and understanding still not being reached then the parents should talk over their complaint with the Headteacher.

14.4 If it proves impossible to resolve the complaint - please see complaints procedure available on school website.

RATIFICATION

This policy was agreed by the Governing Body.