



St Mark's CE Primary School

# Special Educational Needs

Policy Statement and Guidelines

Policy Date: Autumn 2016

Review Date: Autumn 2018

## Special Educational Needs Policy



It is our responsibility, in accordance with the **United Nations Convention on the rights of the child**, to give children who have any kind of disability the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives (*article 23*). One of the ways we encourage this is through our Special Educational Needs. All children have the right to a Primary Education (*article 28*) and we are fully committed to providing this.

### Principles and Objectives

This policy should be read alongside the equal opportunities policy, the Disability and Discrimination Act, 2001 SEN and Disability Act, Access plan, SEN 2014 code of practice 0—25 years, Behaviour for Learning Policy and the teaching and learning policy.

### Introduction

At St Mark's C.E. Primary School we welcome children of all abilities, offering them access to a broad, balanced and relevant education. St Mark's is an inclusive school, where staff believe in, and are committed to, giving all children with Special Educational Needs (SEN) the same entitlement to education as all young people. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning teachers set suitable learning challenges and respond to diverse learning needs. Some children have barriers that mean they have special needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

The DDA Act identifies the fact that some pupils with a disability may have learning difficulties that calls for special educational provision. However not all children defined as disabled will require this provision. A child with asthma or diabetes, for example may not have special educational needs, but may still have rights under the DDA Act. We will assess each child as required and make the appropriate provision based on individual needs.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEN takes account of the type and extent of the difficulty experienced by the child.

We aim for a school in which all children are valued, challenged and catered for. We aim to offer excellence and choice to all our children. We have high expectations of all our children and we aim to achieve this through the removal of all barriers to learning and participation. We believe that it is important that the successes and achievements of children with Special Needs are recognised and celebrated by the school community.

## **Aims**

The aims of this policy are to ensure that:

- all children with SEN have their needs identified early and subsequently catered for
- all staff are well trained, skilled at, and supported in, their role of teaching children with SEN and that their roles and responsibilities are made clear
- we work with parents, taking account of parents' views
- we take into account the views and wishes of the child
- we work together with the Local Authority and outside agencies (where appropriate) to best support children with SEN
- Individual Education Plans (IEPs), IBPs (Individual Behaviour plans) for specific children, PEPS (Personal Education Plans) for Looked after children, EHCPs (Education Health Care Plans) and provision maps are clear, relevant and regularly reviewed and updated
- our SEN provision offers value for money
- our arrangements and provisions are regularly monitored, evaluated and reflected upon
- the environment, culture, practice and management of the school, along with the effective deployment of resources, mean that children's needs are met and that all children have full access to all elements of the school curriculum and additional activities
- the expectations of all partners in the process are made clear

## **Our Understanding of Special Educational Needs (SEN)**

The 'definition' of special needs that we work with at St. Mark's is:

A child has special educational needs if he/she has:

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

- their 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
- has a disability that prevents or hinders him/her from making use of the educational facilities generally provided in the area

### **SEN Code of Practice 2014**

There are also particular groups of children whose specific circumstances require additional consideration by those who work with and support their special educational needs. These groups in our school include:

- Looked after children
- Children and young people with SEN and social care needs, including children in need
- Children of Service personnel

Learning difficulties are only one aspect of the broad term 'Special Educational Needs'. A child may be experiencing social, behavioural or emotional difficulties. He or she may have a sensory impairment, difficulties with communication and interaction, or a physical impairment. Medical conditions can fall into the SEN category. Not all children with physical difficulties will have learning difficulties. The rights of the disabled child to attend our school are clearly laid out in the Disability and Discrimination Act 1995 and the Special Needs and Disability Act 2001 and are supported by these policies.

### **The Leadership and Management of SEN**

Role of the Head Teacher:

The Head Teacher is ultimately responsible for the day-to-day management of all aspects of the school's work, including provision for children with SEN within the school. The Head Teacher should keep the governing body informed and also work closely with the school's Assistant Head Teacher for Inclusion.

We have a designated person who is responsible for the day-to-day management of SEN, and for the implementation of this policy. At St. Mark's the Assistant Head Teacher for Inclusion is Briony Marshall. The Assistant Head Teacher for Inclusion is a qualified teacher and a member of the Senior Management Team (SLT). The Assistant Head Teacher for Inclusion has also gained SENco Induction Certificates Levels 1 and 2. These courses were managed by Southampton Local Authority.

In addition the Assistant Head Teacher for Inclusion has gained the National programme for Specialist Leaders of Attendance and Behaviour Management qualification.

Role of the Assistant Head Teacher for Inclusion (AHT for Inclusion):

- o to be directly involved in the teaching of children with SEN to maintain the SEN tracking register
- o to liaise with outside agencies and the LEA in identifying and supporting SEN
- o to oversee the records of all children with SEN
- o to manage the work and the deployment of the Teaching Assistants and to manage any SEN Teaching
- o to maintain a high profile for SEN across the school and promote inclusion
- o to support all staff in the teaching of children with SEN, providing inset where needed
- o to ensure that all children with SEN have their needs met and make progress
- o to give regular updates/feedback on SEN issues
- o to liaise with, support and empower parents in using strategies at home which are employed at school
- o to manage a range of resources, both human and material, to enable appropriate provision to be made for children with SEN

### **The Role of the Governing Body**

Role of the Governors: the governing body has due regard to the code of Practice when carrying out its duties towards all pupils with Special Educational Needs

The governing body should ensure that:

- they are fully involved in developing and monitoring the school's SEN policy.
- all governors, especially the SEN Governor, are up to date and knowledgeable about the school's SEN provision including how funding, equipment and personnel resources are deployed
- SEN provision is part of the school development plan
- the quality of SEN provision is regularly monitored and have ultimate responsibility for SEN

The SEN Governor is Mrs. Trish Roscoe.

## **Admissions**

St Mark's C.E. Primary School maintains an inclusive ethos. Children with SEN who fulfil criteria set down in the admissions policy are as welcome as any other child. Every reasonable effort will be made to ensure that the child with SEN is fully included in the life of the school. Parents and staff are welcome to refer to the admissions policy and access plan.

## **Planning**

We follow the graduated approach advocated in the SEN Code of Practice (2014) 0-25 years:

This SEN support takes the form of a four part cycle (assess, plan do and review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes for young people SEN Code of Practice 2014 6.44

## **The four part cycle**

### **Assess**

In identifying a child as needing SEN support, the class or subject teacher, working with the Assistant Head Teacher for Inclusion, will carry out a clear analysis of the pupil's needs. This will also draw on the teacher's assessment and experience of the pupil, their previous experience and attainment as well as information from the school's core approach to pupil progress, attainment and behaviour. It should also draw on other subject teachers' assessment, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and if relevant advice from external support services.

- This assessment will be reviewed regularly
- A child will be placed on SEN support if it has been identified that a child has a Special Educational Need in one of the following areas:
  - o cognition (including specific learning difficulties)
  - o communication and interaction
  - o visual/sensory impairment
  - o physical impairment
  - o social or emotional development (including behaviour)

- o a medical condition

and if this Special Educational Need has an effect on, or the potential to affect, educational progress.

The triggers for intervention could be the teacher's or others' concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- continues to make little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behavioural management techniques usually adopted in school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and /or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

### **Plan**

- Where it is decided to provide a pupil with SEN support the parents will be formally notified.
- The teacher and the AHT for Inclusion will agree in consultation with the parents the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

### **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 they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and show they can be linked to classroom teaching.

- The class teacher, AHT for Inclusion and Teaching Assistants (TAs) will monitor whether the skills learnt in group or one to one work are being applied to class work.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with agreed date. The impact and quality of the support and interventions will be evaluated along with the views of the pupil and their parents.

### **Transition**

SEN support will include planning and preparation for the transitions between phases of education. To support transition, the school will share information with the school or other setting when a place has been allocated or permission has been given by the parent for sharing information,

### **Requesting an Education, Health and Care needs assessment**

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child the child has not made expected progress the school and or parents will consider requesting an Education, Health and Care needs assessment .To inform its decision the local authority will expect to see evidence of action taken by the school as a part of SEN support

### **Individual Education Plans/Individual Behavioural plans (IEPs and IBPs)**

- Individual Education and Behavioural Plans are written for some children on SEN support. For other children on SEN support it may be sufficient to place their names on a provision map which details the intervention programmes in which they will be involved. Provision maps are regularly monitored and reviewed. IEPs and IBPs are reviewed 3 times a year (termly). IEPs and IBPs are written by class teachers ,Teaching Assistants(TAs) and the AHT for Inclusion.
- We make every effort, wherever possible, to seek the views of the parents in the setting and reviewing of targets. All parents receive a copy of the IEP /IBP and have the opportunity to discuss contents with the AHT for Inclusion and class teacher.

- The class teacher is responsible for ensuring that the targets on the IEP/IBP] are worked on and that the provision detailed on the IEP/IBP is delivered. The AHT for Inclusion and Headteacher monitor IEPs/IBPs and the provision maps for quality and effectiveness.
- We ensure that all children on SEN support and children on EHCP plans have regular access to their IEPs/IBPs/EHCPs and regularly review their targets.
- Looked after children will have PEPs which are written with the child, parents, carers and social workers. These are reviewed regularly.

### **Resources to Support children with SEN**

- The AHT for Inclusion 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 statements of special educational needs and Education, Health Care plans
- The AHT for Inclusion ensures that teachers and TAs are familiar with the resources, enabling them to detail particular resources on IEPs and IBPs.

### **Assessments**

To identify children's needs a range of assessments may be used such as :

- (DEST) Dyslexia Early Screening Test, ,
- LASS , Lucid Assessment System for school
- PHAB, Phonological Assessment Battery
- COPs , Cognitive Profiling System
- SWRT Single word reading test
- Vernon Spelling test
- Salford Reading test
- Neale Analysis of reading ability,
- Emotional literacy checklists,
- Boxall profile

The AHT for Inclusion or TAs administer all of the above under the direction of the AHT for Inclusion.

External services can be called upon to undertake more specialist assessment.

### **Formal assessments of SEN children**

The majority of assessment carried out in school is non-statutory. Statutory assessment is important to provide information about all pupils' attainment and progress at key points in their education but only forms part of the wider assessments that teachers make on an on-going basis. All children are given the opportunity, if appropriate, to take SATs (statutory assessment tests). Some SEN children, due to the nature of their special educational needs and/or cognitive development are not able to access these and so are given teacher assessments at the end of a key stage.

Some children working below age related expectations are assessed on P levels. At present it is currently a statutory requirement to use P levels to assess and report the attainment of pupils who are not working at the standard of mainstream statutory assessments.

The Rochford Review's interim pre key stage standards are designed to align with and complement wider statutory assessment arrangements. The interim pre key stage standards assess pupils' understanding and knowledge in the three core subjects of reading, writing and maths. It is recommended that they should be the focus of statutory national assessment for all pupils capable of, and engaged in subject specific learning, including those with SEND.

### **Specialisms**

The ethos of St. Mark's promotes inclusiveness and we are constantly reviewing our accessibility to all members of the community. All staff receive training/updating on SEN issues. Staff can visit Vermont Special School and Springwell Outreach for induction and further training on learning/behaviour management. Teachers from these schools also visit St. Mark's to observe children and work alongside teachers and TAs. Other professionals from outside agencies regularly visit school to discuss and give advice on particular children such as the school nurse and educational psychologists.

There is also access for disabled children around the school that includes ramps and a disabled toilet. We continually review all our facilities and learning opportunities to ensure that all members of our community are able to fully participate in the life of the school as much as the environment allows.

All of our staff are devoted to promoting emotional literacy and we have a qualified Elsa who supports children with emotional and behavioural problems. Our school counsellor also works with children who have a range of problems such as low self-esteem and anxiety issues. She is also available to consult with parents and carers in order to support children.

Our Family Support Worker helps parents and carers who may be struggling, for example with their child's behaviour or who are trying to cope with children with ADHD and autism.

The AHT for Inclusion and school Elsa have received training in the establishing of Nurture Group (according to the Boxall Profile model) and they are certificated.

We have a Speech and Language Assistant (Salsa) who works across the school supported by the local authority Salsa and speech therapist. She also delivers physiotherapy and occupational therapy with other TAs supported again by local authority professionals who regularly review targets and set new ones.

The school nurse is also closely involved with the school (ECM be healthy) and can be contacted to visit and discuss children's health issues.

### **Supporting parents and carers**

Parents of children with SEN are made aware of the Information, Advice and Support Services Network and are always kept informed of progress made. All teachers will endeavour to make effective links with parents of children with Special Educational Needs. The SEN team seeks to involve and inform parents at all levels of the work we do.

### **Registering Concerns or Complaints**

If a parent has a concern about his or her child's learning, progress, behaviour or other special need, normally the first point of contact is the child's class teacher. If necessary, the class teacher may consult with the AHT for Inclusion. If the class teacher is unable to answer the parent, or the parent is unhappy with the response, a joint meeting should be set up with the class teacher, Headteacher, AHT for Inclusion and parent. The parent may also make an appointment to see the Headteacher, Mrs. Stephanie Bryant.

The parent has the right to address any complaints to the SEN Governor. A copy of the school's complaint policy and L.E.A. policy are available on request. Parents and carers can contact the Information, Advice and Support Services Network (formally Parent Partnership)

### **Monitoring the impact and effectiveness of the policy for SEN**

The success of the policy will be seen through children on the SEN list making progress.

Good progress can be regarded as:

Preventing the gap growing wider (i.e. maintain the same rate of progress as their peers)

Matching or improving on the children's previous rates of progress – 'diminishing the difference'

Although good progress being made by SEN children is the main indicator of this policy's effectiveness, other observable practices will also indicate the effectiveness of this policy. Criteria for success will include:

- IEPs ,IBPs and Provision maps being reviewed termly
- Regular review of PEPS
- Parents/carers receiving copies of IEPs and IBPs
- Children being aware of IEP/IBP targets and being involved in their writing
- Complaints from parents /carers about the identification or support of SEN being dealt with effectively and promptly
- Children moving fluidly through the stages of the graduated response
- High self-esteem of children with SEN—e.g measured through the use of Boxall Profiles, Emotional literacy check lists
- An ethos of acceptance and understanding of children with Special Educational Needs across the school
- Teachers and TAs feeling confident and equipped to teach children with SEN
- That all teachers will take joint responsibility for the provision of an effective learning environment for children with SEN

### **Monitoring the quality of SEN support**

- SLT will monitor the work and performance of each T.A. regularly. Feedback is offered to the TA and improvement targets set. TAs also have performance management talks with the SLT, class teachers and this is reviewed by the head teacher..
- The Head Teacher and SLT, along with subject teachers, will comment on SEN, differentiation and access issues along with TA deployment when carrying out their regular monitoring.

### **Policy Review**

This policy will be reviewed and updated annually, in consultation with the head teacher and governors. Any amendments and alterations will reflect developments in SEN locally and nationally. All policies have the approval of the staff before going to the governing body.

**Related documents:**

DDA Act

Admission policy

Teaching and Learning Policy

Equal Opportunities Policy

Southampton City Council Special Educational Needs Policy

Special Educational Needs and Disability Code of Practice 2014