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Special Educational Needs Policy



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1. RATIONALE: General statement of policy

A statement of intent;

“The governors, head teacher and staff at St Andrew’s Church of England Primary School are committed to providing a broad, balanced, relevant and adapted Curriculum for every pupil in order to improve standards for each individual taught.”

2. AIMS

It is the aim of St Andrew’s School:

- ❖ To ensure that children with a Special Educational Need should be given a broad, balanced and relevant education with full access to an appropriate curriculum for both the Foundation Stage and the National Curriculum, within resources available.
- ❖ To provide appropriate levels of staffing, equipment and support, together with relevant staff training, in order to allow pupils to progress within the framework of the Curriculum and Special Needs Code of Practice.

2.1 To facilitate that progress, St. Andrew’s will provide:

- A policy of early identification and awareness for the individual needs of specific children.
- An adapted curriculum and teaching strategies for every child in school using a dyslexia friendly environment.
- A positive learning environment/experience in which all pupils can thrive.
- A structure which allows for the flexible grouping of children according to need.
- A positive environment which recognises achievement and a standard procedure for assessing, monitoring, recording and reviewing progress both of a formal and informal nature.
- A policy of effective management of pupils’ behaviour through a whole school approach.

2.2 To encourage all staff to share responsibility for the planning and provision for children with special educational needs.

2.3 To develop an inclusive climate within school in which every pupil can grow in self-esteem so as to enable him/her to feel a valued member of the school and community.

2.4 To value the views of the child according to age, maturity and capability, thus enabling the child to participate in about their own education.

2.5 To encourage and develop individuals’ strengths, abilities and interests to promote success and achievement and enable children to reach their full potential.

2.6 To make arrangements for sharing good practice in order:

- a) To develop effective liaison with cluster group primary schools so that strategies and resources can be shared and to establish links with high school colleagues in order to promote a greater awareness of provisions and resources.
- b) To further develop inclusion through links with schools and units in the special sector.

2.7 To engage in meaningful co-operation with all appropriate outside agencies.

2.8 To promote continuous and supportive communication with parents/guardians and to encourage effective parental involvement in individual learning programmes.

3. THE ROLE OF THE GOVERNORS, HEADTEACHER, SENCO AND TEACHERS

The Governors

St Andrew's Governing Body has certain responsibilities in relation to pupils with special educational needs. These will be discharged by having:

- A knowledge of the school's system for the identification of pupils experiencing difficulty. The executive committee will oversee and monitor documentation with the SENCO and link governor.
- A knowledge of the school's course of action for such pupils in relation to the Code of Practice and how resources have been allocated to and amongst children with SEND.
- Receiving school reports from the headteacher/SENCO.

The Head teacher

The head teacher has responsibility for the day-to-day management of all aspects of the school, including provision for children with special educational needs. These responsibilities are met through the close collaboration of the headteacher, senior management team and SENCO.

The Special Needs Co-ordinator

To provide continuity of administration and liaison, the SENCO should be allowed a suitable amount of time out of class in which to monitor and evaluate special educational needs provision throughout the school. The SENCO can also give guidance to the class teacher on the drawing up of Individual Education Plans.

The SENCO will also be involved in reviews for those who have an Education Health Care Plan or are working towards being referred for one. An important part of the SENCO role will be discussing the needs of particular children with class teachers and keeping close and positive contact with all parents/carers concerned.

The Teachers

Class teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils access support from teaching assistants or specialist staff. The class teacher should remain responsible for working with the child on a daily basis, even when interventions involve group or one-to-one teaching away from the class teacher. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The class teachers should make regular assessments of progress for all children. Where a child is making less progress than expected, the first response is high quality teaching targeted at their areas of weakness. Working with the SENCO, the class teacher should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.'

4. SECTION 1 – BASIC INFORMATION AND PROVISION

Basic information about St Andrew's special educational provision

School: St Andrew's CE Primary School, Boothstown

Name of SEN Co-ordinator: Jennifer Davies

4.1 Admission arrangements

- a) Detailed arrangements for admission are described on the school's website. Pupils with special educational needs are welcomed to the school as the school values each child and endeavours to meet the needs of all its pupils through inclusive practice.
- b) The school's admission form, provides SEN history, both educational and medical. Liaison with other agencies and schools provides continuity if a need has been identified.
- c) The school seeks to remove the barriers to learning and plans strategically in order to increase access to the premises and the curriculum for disabled pupils. Anticipatory action ensures that pupils are considered and catered for as soon as practically possible.
- d) The school is a one level building and has access for wheelchairs. Washroom facilities have been modified to accommodate walking frame width (all KS2 areas at present). There are carpeted areas throughout the school, together with a portable sound system for hearing impaired pupils. Customised pieces of furniture have also been purchased on the recommendation of the Occupational Therapy Department in order to remove barriers to learning for children with specific physical difficulties. A disabled toileting area has been added to the school building, sited in the main entrance area.

4.2 Objectives of the Policy

The policy indicates school's commitment to inclusion by striving to meet the needs of all its pupils, whatever their level of ability or individual needs, whether the child has an Educational Health Care Plan or not.

The objectives of the policy in order to fulfil the SEND Code of Practice include:

- The early identification, assessment and planning of provision to meet individual learning needs of pupils experiencing difficulties in their learning.
- Monitoring, recording and reporting on progress of pupils with learning difficulties.
- Co-ordination of the efficient use of resources and continuous support for the efforts of staff to meet more effectively the needs of pupils with learning difficulties.
- Promoting access to a balanced curriculum
- The development of genuine opportunities for partnership with parents and external agencies.
- The provision of clarity and awareness for staff and governors.

4.3 Co-ordination of Provision for pupils with SEND

The responsibility for co-ordination of provision rests with the SEND co-ordinator, Mrs J Davies. Co-ordinating provision for pupils with special educational needs includes:

- Explanation to staff of the expectations of the Code of Practice.
- Provide guidance and support to teachers in the identification and recording of children with need following a graduated response model.
- Meeting the teachers to discuss needs, check, monitor and set targets.
- Liaising with parents, external agencies and governors.
- Liaising with phase staff to provide continuity of approach with regards to inclusion of pupils with needs.
- INSET training and feedback from SEND courses.
- To monitor and evaluate the quality of support and its impact on pupil progress including the movement of children within the graduated response of the Code of Practice.
- All information and documents relating to pupils with a special educational need will be stored securely. No information which contravenes the Data Protection Act is stored.
- Have a key role in supporting the transition of pupils with SEND to different settings, e.g through phases, high school.

5. SECTION 2 – IDENTIFICATION, ASSESSMENT, MONITORING OF PROVISION

The following needs may be identified:

- Cognition and learning difficulties, including SpLD.

- Social, emotional and mental health difficulties.
- Communication and interaction difficulties, including speech and language.
- Sensory and physical difficulties.

Information about children with SEN is up-dated and passed on to each new class teacher. Details may change as need alters and this will be monitored termly with individual teachers. When a child is no longer in need, s/he is removed from the register. Early awareness and identification of need is crucial in assessment.

5.1 Programmes of Work

School will develop an inclusive curriculum providing a framework of well defined and achievable aims and objectives. This will include the choice of appropriate teaching methods and learning environments. Through this, opportunities for success will be built into the programmes of work in order to nurture positive attitudes and inspire confidence in the children with regard to their own abilities. As a further aid to motivation, children should be aware of the purpose of their work, with each child in school working towards individual targets. The programmes of work will undergo continuous evaluation.

5.2 Access and Integration

All pupils will have access to the full curriculum, including the Foundation Stage and the National Curriculum. This will be matched to the pupil's level of ability. Pupils with SEND are an integral part of the school. An adaptation/modification may be made in presentation, content and context to complete a task and each child's learning style is taken into account with a multi-sensory approach used whenever appropriate.

5.3 School based Stages of Assessment and Provision

St Andrew's system for observing and assessing the progress of individual pupils provides information about areas where a pupil is not progressing even when the teaching style has been adapted. These observations are enhanced by knowledge, built up over time, of an individual pupil's strengths and weaknesses. A graduated response is followed, beginning with:

Initial Concern

After a class teacher has an initial concern about a particular child, s/he may conclude that the strategies they are currently using with the pupil are not resulting in the pupil learning as effectively as possible. In these circumstances they will consider, together with the SENCO, what else might be done. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Meeting the Needs of Pupils with SEND

The triggers for intervention are underpinned by evidence about a child who, despite receiving adapted learning opportunities or intervention:

- Makes little or no progress even when teaching approaches are targeted, particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeric skills that result in poor attainment in other curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques employed 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 an adapted curriculum.

If staff conclude, after consulting with parents, that a pupil may need further support to help progress, consideration will be given to the reasons for concern. This will be considered alongside any information about the child which is already available in school. The school SENCO will facilitate the further assessment of the pupil's particular strengths and weaknesses, planning future support for the pupil in discussion with colleagues and monitoring and subsequently reviewing the action taken. The pupil's class teacher will remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.

At St. Andrew's, an important part of this process is the collection of all known information about the pupil and seeking additional new information from parents and others. The school SENCO facilitates this and in some cases outside professionals from health or social

services may already be involved with the child. In such instances, the SENCO/class teacher will liaise with these agencies. If these professionals have not already made contact with St Andrew's, then the SENCO will contact them in order to share information. The information they give on a child will be used as a baseline on which to plan an appropriate intervention.

The class teachers at St. Andrew's have the responsibility to build upon their expertise in order to devise strategies and identify appropriate methods of access to the curriculum. The school SENCO co-ordinates the planning of the child's support and can work with the class teacher in setting up appropriate targets on the pupil's individual education plan. All staff are therefore involved in providing further help to pupils in order to tailor the support provided for the child. St Andrew's has adopted procedures to support the Dyslexia Friendly Schools Initiative with the realisation that more children are successful when taught, using dyslexia friendly teaching methods. Dyslexia Friendly techniques can be applied to children who are not dyslexic.

The Graduated Response

ASSESS:

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties. The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need of that needs may change overtime.

The comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

The class teacher will use this information to draw up a plan called an Individual Education Plan to show the support that will be offered to the child. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention clearly identified
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes. The range of additional interventions are set out on each year groups' provision map.
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and the input of external agencies when they are involved with a pupil.
- Be shared with all key stakeholders so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive a copy of this IEP which will clearly show the period it covers and when it will be reviewed. A signature must be obtained from class teacher, parent and pupil to show that they have seen and understand the targets and interventions that have been put into place.

DO:

Class teacher, with the support of the SENCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

REVIEW:

The impact of any additional support offered will be reviewed at least once a term. Parents will be invited to attend along with pupils when this is appropriate. Where the pupils' needs are more complex and they receive support from a range of specialist agencies, a separate review meeting will be arranged so that all key parties can contribute.

At the review, the following will be considered:

- Impact of each element of the intervention towards the identified outcomes.
- Views of parents and specialist agencies.
- Next steps with refinement and adjustments to the support offered as required.

Outside Agency Involvement

At St Andrew's we endeavour to consult specialists when we take action on behalf of a pupil, which is when the SENCO and class teacher believe they have used all possible resources in the school. Therefore, they will require extra support. However, the involvement of specialists is not limited to such pupils alone. Outside specialists play an important part in the very early identification of special educational needs and in advising schools on effective provision designed to prevent the development of more significant needs.

Outside specialists are used as consultants and are a valuable source for in-service training on learning and behaviour management strategies for all teachers.

When a child has external support services, both those provided by the Children's Services Directorate and by outside agencies, they advise class teachers on strategies to be used and possible targets to be set on IEP'S. They are also used to administer more specialist assessments and give advice on the use of specialist equipment and materials within school.

The triggers for the involvement of external agencies are that, despite receiving an individualised programme and/or concentrated support, the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At St Andrew's there is a commitment to improving the management and alternative arrangements for all children with Special Educational Needs, including those with an Educational Health Care Plan. With the advice from health professionals, appropriate equipment and teaching materials, a pupil's special educational need can in some instances be considerably reduced.

5.4 Allocation of resources to and amongst pupils with SEND

Human resources include all members of staff. Expertise and skills appropriate to Identified needs are shared and utilised. All curriculum co-ordinators respond to SEND within policies and resources in consultation with SEND co-ordinator and Senior Management Team.

The placement of resources may change as demand and organisation change. However, we feel that, at present, resources are readily available to all in school. Staff are made aware of all SEND resources and each department is encouraged to share materials if necessary. Dyslexia Friendly classrooms enable many learning needs to be met, thus empowering all pupils to be the best they can be.

The SEND co-ordinator is always ready to give advice and assistance in both a theoretical and practical way.

5.5 Evaluation of success of policy

The SENCO/Head teacher will be involved in the compilation of a report which will be discussed by the governors. This report will be a brief summary of the main points from the schools SEND policy, particularly noting any changes and saying why they were made and how they will affect the provision in St Andrew's School. The report will show key features of the SEND Provision and include indications of success and areas for improvement. Themes to be addressed will be

- Effectiveness, sufficiency, range and appropriateness of provision in the school by its pupils
- Links with external guidance and support, including relationships with parents and other schools.

The key indicators of success will be the progress made by individual children.

- a) Any positive change in behaviour or attainment
- b) Reading ages and SATs results
- c) The effective use of the Code of Practice, movement of children both up and down, within the graduated response model may cause the reduction in children requiring statements for learning difficulties
- d) Less SEND identified specifically as ordinary learning needs/differences are dealt with in mainstream settings through a dyslexia friendly multi sensory approach resulting in fewer IEPs being written.

5.6 Arrangements for consideration of complaints

Should parents have cause for complaints they should follow the school's complaints procedure as detailed on the school website.

6. Section 3 Staffing Policies and partnership with bodies beyond school.

6.1 School's arrangement for INSET

- The SENCo will compile information for new members of staff with regard to school procedures including Special Educational Needs identification and assessment.
- Support is received from Salford's SEN Team with regards to inset training on SEN legislation, developments and concerns.

6.2 Links with other services

The school currently makes use of a number of additional services on a regular basis including:

- Speech and Language Therapy service
- Occupational and Physiotherapy services
- Hearing and Visual Impairment services including RNIB
- Learning Support Service
- Royal Manchester Children's Hospital
- School Nurse and Doctor – Walkden Clinic
- Educational Welfare Officer
- Educational Psychology Department
- Children's Services Directorate inclusion consultants
- Well-being Warriors

6.3 Links with other schools

- The school makes additional arrangements for pupils with SEN when they transfer to high school, ensuring that the pupils' needs are known to the high school SEN co-ordinator, and that the pupil and parent feel comfortable about attending the high school. The high school co-ordinator is invited to attend year 6 review meetings.
- The links within mainstream high schools and transfer to other schools need to be as smooth as possible and include relevant information about the transferring child. These links are most beneficial when a child on an EHCP has the need to transfer to special provision. If a primary aged child transfers to primary special provision then strong links are kept with the child and family at the new school.
- In promoting inclusive practice, links with special schools have been forged and St Andrew's approach their specialist staff regularly for advice and support. We also have children in school involved in mixed placement of mainstream/special provision.
- Meetings of SEN co-ordinators are organised by the Children's Services Directorate and benefit greatly the schools involved in transference of knowledge, skills and expertise.