

# St. Michael's CE (Controlled) Junior School

## Special Educational Needs and Disability Policy

Approved: March 2019

To be reviewed: March 2020

Type of Policy: Mandatory

Approved by: Head teacher – Mrs S Tyler

Signed:

Date: 4<sup>th</sup> April 2019

Approved by: The governing body of St Michaels CE [Controlled] Junior School

Signed: 4<sup>th</sup> April 2019

Date:

## Introduction

### *Statutory Requirements*

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice. It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2014
- School's SEN Information Report Regulations (2014)
- Teachers' Standards 2012
- Children and Families Act 2014

This policy should be read in conjunction with all other school policies, particularly: Equal Opportunities,, Behavior, Teaching and Learning, Child Protection/Safeguarding, Accessibility and the Equality Policy. It forms an essential part of all curriculum policies.

### The Law

As legislation is often amended and Regulations introduced, the references made in this Guide may be legislation that has been superseded. For an up to date list of legislation applying to schools, please refer to the DfE Website <https://www.gov.uk/government/collections/statutory-guidance-schools>

At St. Michael's, **Mrs. Rhiannon Ellis-Davies** is responsible for the coordination of Special Educational Needs and Disability (**SEND**).

However, all staff have responsibility for maximizing the opportunities and achievements of all learners – specifically,

## ***all teachers are teachers of pupils with special educational needs.***

This policy outlines our principles and practice.

### **Aims and Objectives**

We endeavor to make every effort to achieve inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEND policy and practice in this school are:

- For students to reach their full potential in terms of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of fulfillment and participation from students, parents and carers
- To share a common vision and understanding with all stakeholders
- To provide optimum resourcing to enhance outcomes
- To provide curriculum access for all
- To work towards inclusion in partnership with external agencies and schools
- To achieve a level of staff expertise to meet students' needs

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play a proactive role in their child's education
- making parents and carers feel welcome and well informed about their child's additional needs in school
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having at the earliest opportunity
- inspiring confidence that the school will listen and act appropriately on their child's needs
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they can help their child in partnership with school
- agreeing suitable targets for children with needs in school and providing timely reviews
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision

### **Involvement of Students**

We recognise that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All students are involved in monitoring and reviewing their progress. We aim to fully involve students by encouraging them to:

- share their views about their education and learning
- identify their own needs and develop learning at an appropriate pace
- share in individual and personal target setting across the curriculum
- self-review their progress and participate in new target setting

In addition students who are identified as having a Statement of SEN or an Education and Health Care Plan (EHCP) are invited to participate in:

- the Annual review process

### **Context**

All children have a right to learn. For some children this may be more difficult than for others.

At St Michael's, we recognise and celebrate the uniqueness of every child and believe that all children can participate in a full, enriching and enjoyable curriculum, irrespective of special educational needs or disability. We aim to meet each child's requirements, by making necessary adaptations, providing appropriate support and taking in to account their needs and aspirations. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success, in the full range of curricular areas.

Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially,

physically morally, emotionally and spiritually.

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.  
SEN Code of Practice (2014: Para 1.24)*

### **Through our SEND policy we aim to**

- Provide a high quality standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have clear opportunities to achieve their full potential.

### **We aim to achieve this outcome by:**

- Ensuring pupil progress is tracked systematically and action is taken to address and intervene at an early stage
- Identifying those with a wide variety of educational need
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to students and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to be confident learners whatever their needs in school
- Offering quality provision which meets needs is value for money and leads to good outcomes.

### **Definition of Special Educational Needs & Disability**

Taken from Section 20 of the Children and Families Act 2014.

*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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- *Have significantly greater difficulty in learning than the majority of children of the same age:*  
*or*
- *Have disability which prevents or hinders them 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.*

*A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.*

### **Identifying Concerns & Special Educational Need**

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning; we also recognise that these may be short term, or longer standing. At St. Michael's, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

### **Any of the following can trigger a concern:**

- Parent/Carer
- Child
- School/Class teaching staff/other adults working in school
- Widening gap or failure to close a gap between the student and his or her peer group
- Feedback from service providers & outside agencies

- Records transferred from another school
- Base line and on-going assessments
- In-house testing, monitoring and assessment
- Student tracking

## How we define Special Educational Need in our children at St. Michael's :

There are **four** general areas of special educational need. These areas are to help the school identify and provide support rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

### **1. Communication and Interaction**

This includes children with a speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing/visual impairment, and those who demonstrate features within the autistic spectrum.

### **2. Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia can also affect Cognition and Learning.

### **3. Social and Emotional Health & Behaviour**

This includes children who may be withdrawn or isolated, display difficulties with social interaction, show disruptive or disturbed behaviour or be hyperactive / lack concentration.

### **4. Sensory and/or Physical Needs**

This includes children with sensory, multi-sensory and physical difficulties. This need may affect a range of areas including gross and fine motor skills development.

## **Important to Remember:**

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Like all schools, St Michael's complies with a duty to make reasonable adjustments in accordance with current

*Disability/Discrimination Legislation*. Children with weak behaviour, poor attendance, looked after children, or those with medical needs, for example, will not automatically be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but in isolation, these are not considered SEN issues

## **Supporting Children with SEND – A graduated approach to support provision, which focuses on Quality First Teaching, as an entitlement for all of our children.**

At St. Michaels we use a cycle of Assess-Plan-Do-Review involving the class teacher, a SENCo, child and parents. Teachers are responsible and accountable for the progress and development of pupils within their class, including where pupils access support from support staff or specialist staff. (See appendix A)

## **Initial Concerns**

Children, who are falling behind their peers and therefore causing concern, will be monitored by teachers and senior leaders, and supported by a range of school resources. Assessment for learning, catering for learning styles, prior and reinforcement teaching, will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEN. St. Michael's regularly and systematically reviews its teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

## **Further Need**

Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual curriculum offer, to enable the student to learn more effectively. Whatever the level or area of difficulty, the key test of how far the learning needs are being met is whether the child is making

expected progress.

## **Expected or Age-Related Progress (ARE)**

Expected progress can be defined in a number of ways

- Closes the gap between the child and his/her peer group
- Prevents the achievement gap from widening
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

## **SEN Support**

A child will be placed on SEN support if they are making little or no progress in their area of weakness or in their communication and/or interaction difficulties, despite engaging in a clearly differentiated curriculum.

They will also be identified at this level of need if the child has sensory or physical problems and continues to make little or no progress, despite provision of specialist equipment. Children at this level of support will have Individual Learning Plans (ILP), which clearly outlines the targets that they are working towards. Identified children will be offered small group support, and/or individual interventions, where appropriate, to address their identified needs. The SENCO will, where necessary and in partnership with the pupil's family/carer, seek advice and support from the appropriate outside agencies and will oversee the execution of any recommendations. This is to ensure support in school is enhanced by records of all external advice and expertise. Such records are kept in the student's file and copied to the SENCO and parents/carers.

Progress will be reviewed half termly and at pupil progress meetings alongside the SENCO and Deputy Headteacher.

## **Triggers**

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

- makes little or no progress when teaching approaches are targeted particularly in a child's identified weaker areas
- shows signs of difficulty in developing literacy or mathematical skills which result in lesser achievement in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by positive behaviour management techniques usually employed in school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment and classroom resourcing
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

## **Educational Health Care Plans (EHCP)**

We recognise that in some cases, children will have a wide range of complex issues, including *health and welfare*, which are impacting on their progress through education. Where the need is such that significant support is needed from a range of sources, a request may be made to the Local Authority for an **Education, Health and Care Plan (EHCP)**, which will be drawn up in consultation with parents, the child and services. This will be reviewed annually.

## **Supporting Children and Families with SEND**

We listen to and act upon the concerns of parents. All staff remain alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes and home interventions, giving user-friendly information and effective communication. We work towards a partnership with parents, in full recognition of their knowledge and expertise with regards to their child. Parents of children with SEND will receive ILPs half termly, as well as engaging in parent evenings where the SENCO is present. Parents will also be invited to attend meetings with outside agencies, such as Educational Psychologist or Speech and Language therapist, with the support of a SENCO. Parents are encouraged to have regular contact with the school, we operate an open door policy, whereby parents can organise appointments to see their child's class

teacher/or a SENCo at any time during the school year, to discuss any aspect of their child's education and the SEND provision.

The views of the child with SEND will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Parents will be made aware of useful agencies such as local **Triple P Parenting programmes** and **Parent Partnership Services (Hants)** when further advice and support is needed. Where needed families may also be referred to the school's Family Support Worker (Mrs Alison Lee).

Further information can be found on the **LA** website: <https://www.hants.gov.uk/>, which outlines service provision in our local authority and support available to parents and children with SEND.

## National Tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENCo and class teachers will make the necessary arrangements in line with statutory guidance.

## Transition Arrangements

The SENCo at St. Michael's maintains close links with the SENCo at St. Michael's CE Infant School and feeder Secondary Schools that involve our SEN children's transition. TPA meetings, (**Transition Partnership Agreement**), information and records regarding the nature of support required to allow children to reach their potential with us, or at their next school will be shared. Transition programmes are put in place where required, and additional liaison days for accompanied children with additional needs can be arranged.

## Managing Medical Conditions

We recognise that students with medical conditions at St. Michael's should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the **Equality Act 2010**. Some children may also have special educational needs and may have a statement or Education, Health and Care Plan, which bring together their special educational, health and social, care provision.

Therefore, we support children with medical needs\* where possible, whether they are temporary or longer term conditions. Staff are regularly trained and updated in supporting children with **Care Plans** for allergies, asthma and Diabetes. For managing other medical conditions, staff will be trained on a needs basis.

\*Refer to **Health & Safety, Accessibility Plan, and First Aid & Administration of Medication in School**

## Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The Local Authority is the admitting authority for St. Michael's.

## Facilities for Pupils with SEND

The school complies, as much as possible within the constraints of the building, with relevant accessibility requirements, with some limited space for small groups in break out spaces for individual withdrawal sessions. Parts of the building can be accessed by wheelchair users and includes an adapted toilet for disabled users. Staff are trained and have experience of working with a wide range of agencies. The accessibility plan is updated annually and is available from the website.

## Responsibilities

**The SENCo** (Mrs. Rhiannon Ellis-Davies) have responsibility for;

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Advising and supporting class teachers and non-teaching staff on current SEN practice, as related to their students
- Liaising with external agencies including, educational, medical, social and voluntary services
- Working with class teachers to draw up, implement, monitor and update **Individual Learning Plans (ILPs) Provision maps** and other SEN forms as part of our pupil progress cycle
- Working with the Leadership Team on deployment of Learning Support Assistants to meet the needs of the children
- Monitoring effectiveness of support programmes and services
- Meeting with and ensuring that parents are fully involved in working towards positive outcomes for their child's learning
- Implementing programmes of annual reviews, transition agreements, EHCP paperwork with SEN students
- Overseeing records of all children with SEN
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with SEN governor and keeping up to date with national/local developments through network meetings, regional conferences and relevant training

**Teachers** have the responsibility for;

- The progress and development of every pupil in their class
- Liaising with parents, in the first instance
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

**The Headteacher** (Mrs. Steph Tyler) has the responsibility for;

- Working with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

**The Governing Body** understands their duty of care and will endeavour to ensure the best possible provision for Inclusion & Special Educational Needs at St. Michael's.

The **SEN/Inclusion Governors (Mrs. Louise Laws and Mr. Alan Jenner)** has responsibility for:

- assisting and advising the governing body on fulfilling its Special Educational Needs and Disability (SEND) responsibilities
- ensuring that children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with equal education for all
- Ensuring that the budget allocation takes account of staffing, training, resourcing requirements for individual children
- Is aware of the implementation and effectiveness of the school's policy by monitoring:
  - The existence of accurate and up to date record keeping, including achievements
  - Feedback from students, parents and staff
  - The achievements and progress of pupils with SEN
  - Awareness of the nature of needs and the demands these make

## Training and Resources

Training needs are identified by the SENCo or staff themselves to meet the needs of children in school or those known to be coming into school.

The SENCo regularly attends LA training, briefings and local cluster meetings to keep up to date with local and national developments and to share best practice.

## Monitoring and Evaluation

Pupils' progress is monitored using the school's chosen assessment methods, including a range of approved, standardised tests. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness and value for money. Parent and pupil surveys, feedback on reports and at parents' evenings, and SEN review meetings, inform our work.

## **Complaints\* (Concerns and Complaints?)**

Should a parent or carer have a concern about the special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues, this should be referred to the SENCo or Head teacher, who will try to resolve the matter and can advise on further queries and procedures.

At all stages parents are able to seek advice from **Parent Partnership Service:**

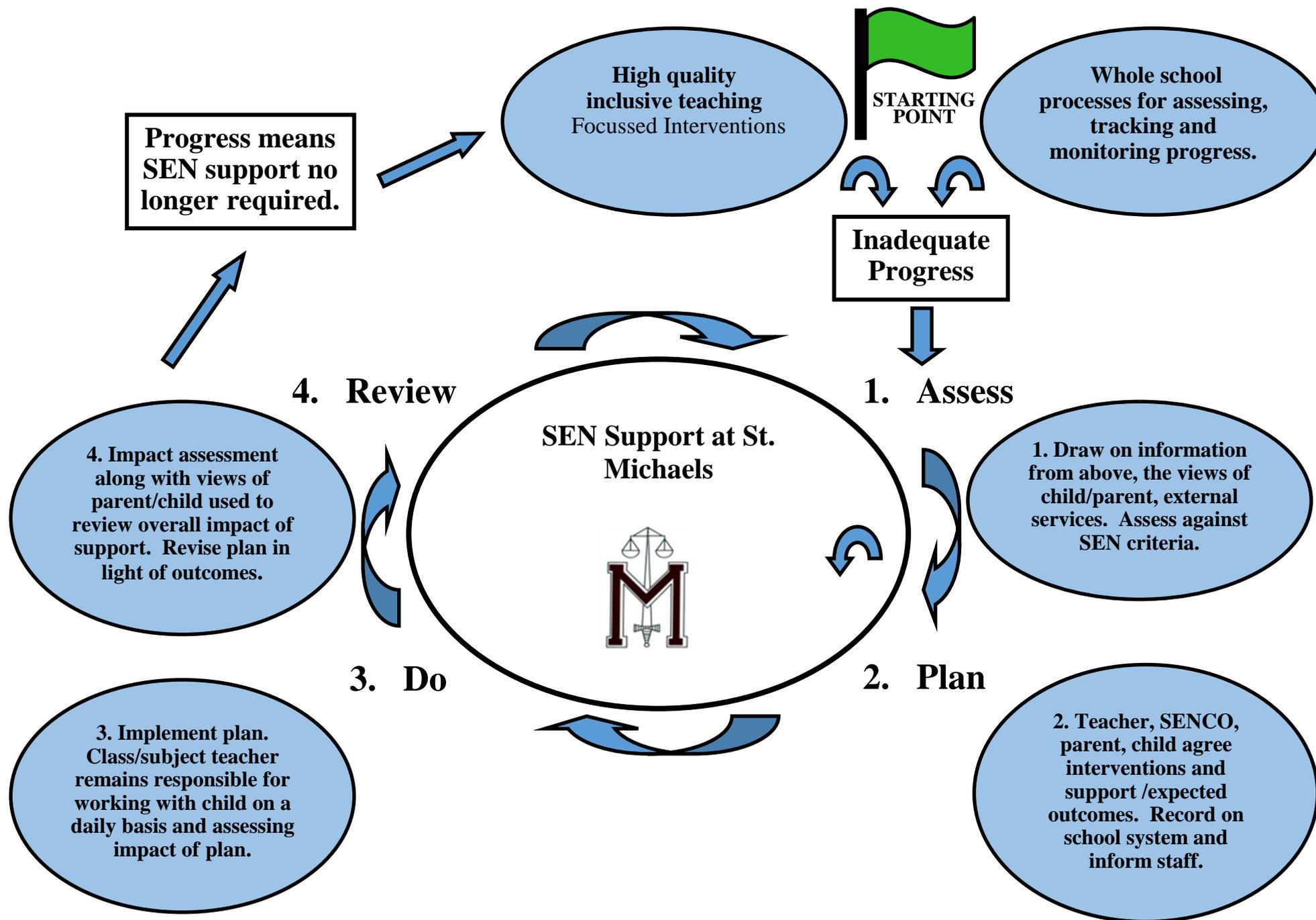
**<http://www3.hants.gov.uk/SENDIASS> Tel:01962 845870 (Mon-Fri 9am-5pm) Email:enquiries.pps@hants.gov.uk**

*\*Refer to School Concerns And Complaints Policy.*

## **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We endeavor to make all learning fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

# Appendix A



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