

Special Educational Needs and Disability Policy



Mission Statement

Inspiring God's children to achieve their full potential. We are a small school but big enough to care and inspire all children. We provide a safe Christian environment for all to work and play together

St Stephen's Tockholes Church of England Primary School Policy for Children with Special Educational Needs and Disability

Aims

We at St Stephen's Tockholes Church of England School value all children equally.

We are committed to meeting the special educational needs and disability requirements of all pupils and ensuring they make progress. In line with our mission statement we aim to educate all children to their full potential within our Christian family.

Our children will have access to a broad, balanced relevant curriculum which includes the Foundation Stage, National Curriculum and RE and will participate in the full life of school. We promote hard work and a feeling of self-worth with all our pupils.

Objectives

In order to achieve our aims and to ensure that children with SEND (Special Educational Needs and Disability) achieve their full potential and make progress we will:

- * Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.
- * Ensure good working relationships with parents, carers, the community and local authority.
- * Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- * Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.
- * Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEND pupils.
- * Ensure that the school liaises with local authority support services, special schools and outside agencies effectively to meet the needs of staff and pupils.

(Our development targets for SEND can be found in the School Development Plan)

We accept the definitions of SEND as outlined in the Special Educational Needs and Disability Code of Practice 0 to 25 years June 2014 / Section 20 of the Children & Families Act 2014.

xiii. 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 him or her.

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

- ***Has a significantly greater difficulty in learning than the majority of others in the same age, or***
- ***Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.***

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition of paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them.

St Stephen's Tockholes Church of England Primary School
Policy for Children with Special Educational Needs and Disability

xvii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities...’: long term is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

At St Stephen's Tockholes we are also concerned with the emotional, behavioural and physical aspects of our children's education. The primary responsibility for the education of children with SEND rests with all staff but will be co-ordinated by the SENCO (Special Educational Needs Coordinator) and the Head teacher.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and 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 (July 2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of SEN provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements. At St Stephen's Tockholes this role is currently held by LA Governor Mrs Victoria Burnside who meets with the Head / SENCO.

The SENCO Gillian Ross is responsible for managing the school's SEN work and will keep the Governing body informed about the SEND provision made by the school. The SENCO will identify areas for development in SEND and contribute to the school's development plan. It is the responsibility of the SENCO/Headteacher to co-ordinate provision for SEND Support and for pupils who have an EHC (Education and Health Care Plan).

St Stephen's Tockholes Church of England Primary School Policy for Children with Special Educational Needs and Disability

All teaching and non teaching staff will be involved in the formulation of the SEND policy. They are responsible for differentiating the curriculum for pupils with SEND and will monitor their progress. They will assist in the writing of SEN Support Plans, monthly and annual review meetings, individual specialised programmes and also with the liaison with parents. Teaching, non teaching and welfare staff are actively encouraged to add to the pastoral care, enrichment and enjoyment of the pupils time at St Stephen's Tockholes. All staff will work closely with the SENCO/Headteacher.

(A list of Teaching Assistants can be found in Appendix 1)

Admissions

Pupils with SEND will be admitted to St Stephen's Tockholes Church of England Primary School in line with the school's admissions' policy. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Access For Disabled / Facilities

Being a single story building, the school provides good access for disabled pupils and parents through the main entrance. A disabled toilet is also located near the main reception area. The needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available. Future improvements to the school buildings and facilities are detailed in the School Development Plan and Disability Access Plan.

Resource Allocation

The Governors will ensure that the needs of the pupils are met by employing a SENCO to coordinate provision. Through the use of provision mapping, SENCO / Head will allocate resources, adult support and finances to pupils depending on their identified areas of need. The 'allocation of resources' is regularly reviewed and are appropriate to meet individual needs. The Governors will ensure that support staff are employed if necessary, to support pupils with Educational Health Care Plans (EHCs). They oversee expenditure on outside agencies as and when needed and actively encourage the use of specialist teachers from the Blackburn with Darwen Inclusion Support Service.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The Governors will ensure that monies are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training.

St Stephen's Tockholes Church of England Primary School Policy for Children with Special Educational Needs and Disability

(Please see Appendix 2 for Capitation Summary)

Identification

The Code of Practice describes the four broad categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St Stephen's Tockholes, we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child or young person. Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

There are other areas which may impact on children's progress and attainment, but are not considered as SEN. For example;

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Medical difficulties

Assessment, Record-Keeping and Reviews

A Graduated Approach to SEN Support

Quality First Teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for lack of good quality teaching.

We regularly and carefully review the quality of teaching and progress for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers'

St Stephen's Tockholes Church of England Primary School
Policy for Children with Special Educational Needs and Disability

understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The SENCO/Headteacher holds a termly pupil progress meeting with all teachers to monitor the progress and development of all pupils. This is based on high quality, accurate formative assessment recorded on Target Tracker. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is identified and provided.

It is the responsibility of the class teacher to implement this provision for the identified children in their class. Appropriate tasks / activities / group work are planned to meet the needs of the children taking into account learning styles. Teachers also plan for support staff in their class so that the identified children are adequately supported.

Teaching Assistants work under the guidance of the class teacher and contribute to the review of the pupils' progress. They keep records of the children's achievements against the targets identified and liaise with the teacher and the SENCO. They should give the class teacher any notes and assessments they have completed so that assessment for learning can take place and the teacher can plan for progression.

If a class teacher continues to have concerns about a pupil's progress, they will discuss concern with the SENCO. The SENCO /Headteacher will then spend time with the pupil and agree upon the next steps with that class teacher.

SEN Support

Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, alongside the SENCO/ Headteacher should assess whether the child has a significant learning difficulty. This may be in the form of discussion or some reasoned diagnostic test – such as a Dyslexia Screener, Ravens Cognitive Assessment, British Picture Vocabulary Assessment, YARC or PIVATs profile. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be put at the 'SEN Support' stage of the Code of Practice and added to the SEN register.

Specific targets to meet the child's needs will be set in conjunction with staff, parents and the child. It is the responsibility of the class teacher to plan appropriate work, which matches the child's level of ability and links with the targets set. The class teacher will monitor the progress made toward targets set. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review.

This graduated approach is called SEN support. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

St Stephen's Tockholes Church of England Primary School
Policy for Children with Special Educational Needs and Disability

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, referrals and advice from external support services will also be considered. For example,

- Speech and Language Therapy
- Occupational therapy
- CAMHS
- School Nurse
- Educational Psychologist
- SEND Support (Specialist teacher assessments)

Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO/ Headteacher, parents and the child to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO/Headteacher.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil at least termly.

The teacher holds the overall responsibility for evidencing progress towards targets set.

St Stephen's Tockholes Church of England Primary School
Policy for Children with Special Educational Needs and Disability

Referral for an EHC Plan

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

Criteria for Exiting the SEN Register

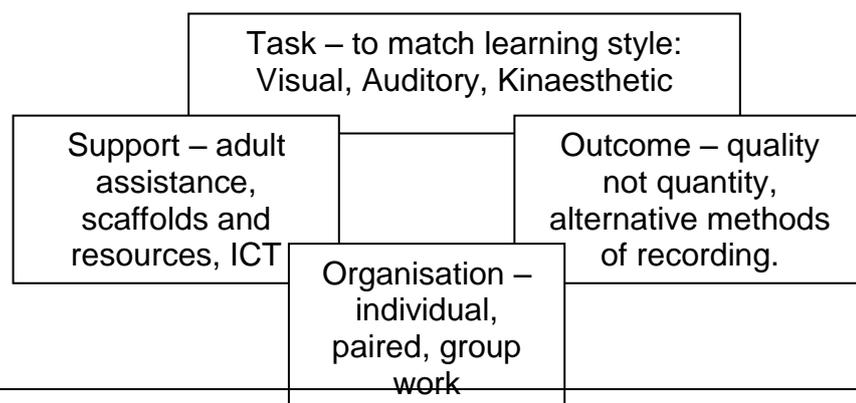
Provision maps and SEN support are reviewed and updated every term in a pupil progress meeting between the SENCO/ Headteacher and class teacher. Progress towards the targets set is discussed and new provision for the following term is planned. Parents and pupils are informed. A child may move down the stages of the register until they are no longer deemed to need the support of the provision map. This is determined through assessments and pupil progress meetings.

Access to the Curriculum

The class teacher ensures the children have access to a broad, balanced and relevant curriculum. They do this through careful curriculum planning and differentiation. All targets set are to be shared with adults working with the child in the class and are working documents to be annotated and evidenced. Where appropriate, children may be withdrawn from aspects of the literacy/ mathematics lessons but may be asked to make up the time through carefully planned homework/ extension activities.

Forms of differentiation may be through:

- * Content
- * Interests
- * Pace
- * Sequence
- * Structure
- * Teacher Time
- * Teaching Style
- * Grouping



St Stephen's Tockholes Church of England Primary School Policy for Children with Special Educational Needs and Disability

✧ Learning Style

At St Stephen's Tockholes we aim to ensure that children with SEND play a full role in all school activities as far as is appropriate e.g. music, homework, clubs, teams, swimming, school assemblies, concerts, visits, extra-curricular activities etc.

The school encourages pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to reach their educational potential.

Supporting Pupils in School with Medical Conditions

St Stephen's Tockholes CE Primary School recognises that pupils at school with medical conditions 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, we comply with the duties set out under the Equality Act 2010. (See school website for Disability Equalities Policy).

Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Every pupil with a specific medical need in school has a 'Care Plan'. This is written and implemented in conjunction with the school nurse, doctors, other relevant health professionals, parents and school.

St Stephen' Tockholes is fully committed to managing the medical conditions of pupils in line with statutory guidance which can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

Success Criteria

We at St Stephen's Tockholes Church of England Primary School monitor our SEND provision so that we can ensure that we are meeting the needs of our pupils with SEND in the most effective way possible using the resources available. The Governors will oversee this process and will report annually, via the school's website through the school's core offer, to parents. When considering how successful our policy is, we will consider:

- ✧ Movement of pupils on/off the register.
- ✧ The identification and assessment of SEND i.e. early identification – in house assessment programmes and PIVATS p level results.
- ✧ Pupil success in the National Curriculum, SATs and achieving targets. Comparative data from annual standardised tests in reading and spelling in KS2.

St Stephen's Tockholes Church of England Primary School Policy for Children with Special Educational Needs and Disability

- * Resource allocation.
- * Parental views and opinions expressed at Parents Evenings, reviews and informal discussions.
- * Effectiveness of documentation.
- * Complaints.
- * Assessment co-ordinator monitoring of progress through highlighted tracking of children with SEN and disabilities.
- * SENCO observations of whole class/ group/ individual teaching.
- * The school's self-evaluation policy.
- * Pupil and Parental views.
- * Adviser views – monitoring visits.
- * Feedback from BwD SEN Advisory Teachers/Support – SEND Support Service, Educational Psychology Service, Early Years Team etc.
- * Annual review with Educational Psychology Service.

Complaints

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found in the prospectus.

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 then the SENCO/ Head Teacher should be brought into the discussion process. If concerns cannot be resolved at this level they should be put in writing to the SEND Governor. Parents will be made aware of the Parent Partnership Service run by Blackburn with Darwen.

SEND Training

The Governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENCO.

The SENCO and Head Teacher will keep fully up to date about SEND issues through attendance at training and cluster meetings. In addition the SENCO will develop skills through attendance at specialist training meetings, discussions with outside specialists, reading, the Internet and subscription to professional bodies.

Teaching and non-teaching staff will be kept up to date informally by the Headteacher/ SENCO as necessary. If a member of staff particularly wishes to pursue an area of SEND they will approach the

St Stephen's Tockholes Church of England Primary School Policy for Children with Special Educational Needs and Disability

SENCO. The SENCO/Head Teacher will keep a record of all SEND training delivered and subsequent evaluations.

Supporting Pupils and Families

Local Offer/SEN Information Report

At St Stephen's Tockholes we have a 'Local Offer' which provides information about the provision we offer children who have SEND. This is available for parents and pupils on the school website.

Blackburn with Darwen Borough Council also has a 'Local Offer' which can be found at

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page>
External Agencies

St Stephen's Tockholes Church of England Primary School works closely with other agencies to focus on the identification and provision for those children who have a special educational need. Liaison takes place with the following agencies:

- * Educational Psychology Service
- * Clinical Psychology Service
- * Speech Therapists
- * Paediatric Occupational Therapy
- * Physiotherapy
- * SEND Support Service
- * Early Years Service
- * CAMHS
- * Parent Partnership
- * School nurse
- * Clinical Paediatricians.

For those children who have a range of agencies working with them, a CAF (Common Assessment Framework) might be agreed. The CAF's main aim is to ensure all agencies work together according to an agreed plan of action. Thus, the actions and services provided across the agencies impact positively and achieve good outcomes for the child.

Parent Partnership

It is important that the child or young person, and the child's parents, participate as fully as possible in decisions, and are provided with the information and support necessary to enable participation in those decisions. Parents are therefore kept fully informed and will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school.

There are two parents' evenings per year. Where a pupil is receiving SEN Support, the school will talk to parents regularly, at least three times a year, to set clear outcomes and review progress towards them; discuss activities and support that will help achieve them. The parents of children with EHC plans are

St Stephen's Tockholes Church of England Primary School Policy for Children with Special Educational Needs and Disability

invited to attend Annual Review meetings. Reviews may be held more regularly for children under 5 years of age.

Additionally, the school operates an open-door policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a convenient time. They have the right to access the records relating to their own child and any school documentation they may feel appropriate. All parents are asked to sign consent forms before additional agency work is carried out with their child and they are also requested to complete a Parental Questionnaire which provides school with more detailed background on their child.

The school will seek to engage the services of a translator if necessary or where requested by parents, to ensure partnership in developing strategies to help an individual student.

Links

We are developing links to local nurseries who invite Foundation Stage Staff and or the SENCO to Summer Term review meetings for children wanting to attend St Stephen's in the Autumn Term. An induction programme for the new Reception children coming to St Stephen's operates in order to establish a welcoming environment and to provide necessary support as and where needed.

We also run Transition Meetings and participate in LA run programmes (MOTHS, 6 to 7 etc) for those children who find it difficult moving to high school. Local High Schools – St Wilfrid's, St Bede's, Witton Park and Darwen Vale etc hold taster days for both Year 5 and Year 6 children and transition to Secondary School work starts early in the Summer Term.

St Stephen's Tockholes Church of England Primary School works closely, when necessary with other agencies, such as Child Health Services, Social Services and voluntary organisations who work on behalf of children with special educational needs.

Additional information relating to children with Special Educational Needs can also be obtained from school through:

- ❖ Disability Equality Policy
- ❖ Accessibility Policy and Plan
- ❖ Gifted and Talented Policy
- ❖ Child Protection Policy

Storing and Managing Information

The SEN documents are kept in a locked filing cabinet in the Headteacher's office. They are also kept electronically on the school 'shared drive' which is password protected. This is in line with the school Confidentiality Policy.

**St Stephen's Tockholes Church of England Primary School
Policy for Children with Special Educational Needs and Disability**

Policy updated: November 2017

Gillian Ross– Assistant Headteacher/SENCO

Presented to Governing Body – January 2018

Date of review – November 2018