

St. Mary's C. E. Primary School, Rawtenstall

Policy for Special Educational Needs

Reviewed: April 2020 Next Review: April 2021
(Suzanne Lord)

This policy applies to all governors, staff, pupils, parents and visitors to the school, including all contractors.

School Mission Statement

Based upon our belief in Jesus Christ as the Son of God and Saviour of the world, we will give all children a positive experience of Christianity and learning, whilst retaining a respect for other faiths.

We will promote the spiritual, moral, cultural, mental and physical development of all pupils within a caring, loving, stimulating and nurturing environment, which is firmly based upon Christian values.

All children will receive a wealth of high quality educational experiences through the positive involvement of school, home and St Mary's Church.

Introduction

- The school's SENCO is Mrs Suzanne Lord
- The school's SEN governor is Mrs Karen Girling
- E-mail: slord@rawtenstall-st-marys.lancs.sch.uk
- Telephone: 01706 216407
- Mrs Lord has been the school's SENCO since September 2013. She completed the National Award for SEN in July 2015.

- Mrs Lord is a member of the school's Senior Leadership Team (SLT)

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 (September 2014) 3.65 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 (September 2014)
- Schools SEN Information Report Regulations (2014)

This policy has been created by the school's SENCO, Suzanne Lord, and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability.

Aims

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into a secondary setting.

Within a caring and supportive environment we aim to:

- Ensure that there are effective procedures to promote the early identification of pupils with SEN or more able pupils through : teacher assessment, Baseline Assessment, Foundation Stage Profile, voluntary and statutory Standard Attainment Targets (SATs) and attendance records.
- Ensure there is appropriate planning, assessment and record keeping procedures to enable SEN pupils to have full access to the National Curriculum. This is the responsibility of all staff.
- Ensure that there is appropriate planning for gifted and more able pupils, this is the responsibility of all staff.
- Ensure parents are involved at all stages when considering pupils with SEN. Parents receive regular, clear updated information relating to their child's progress through the SEN register (at least three times a year)
- Promote the dignity and self-esteem of all pupils, within a caring Christian community, whatever their individual needs.
- Involve appropriate staff and external agencies in promoting the educational welfare of the children in our care.
- Observe, monitor and record children's progress as appropriate. If a child is placed on the SEN register, staff will liaise closely with the SENCO in setting appropriate targets.
- Have a clear focus on the steps towards life-long outcomes.
- Meet our statutory duties.

Definition of Special Educational Needs and Disability

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A child or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

School must:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- promote and grow a positive mindset
- ensure that every teacher is a competent teacher of every child, including those with SEND through well targeted and continuing professional development
- provide differentiated and personalised learning opportunities building on each child's strengths and interests
- identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO
- inform parents when they are making special educational provision for a child
- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

There are occasions when progress and attainment are affected by factors other than special educational need. For example:

- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

Co-ordinating Arrangements

The role of the SENCO is vital in the smooth implementation of the policy. The responsibilities of the SENCO will include:

- A role as part of the SLT within the school.
- Identification and review of resources
- Liaising with the SEN Governor.
- Ensuring that the objectives of the SEN policy are reflected at St. Mary's Primary School.
- Maintaining an SEN register and ensuring that it is kept up to date.
- Overseeing the records of all the children on the SEN register.
- Promoting effective relationships with the parents of children with SEN.
- Liaising with other professionals and outside agencies.
- Promoting staff development in relation to SEN, and ensuring appropriate SEN training for staff.
- Monitoring the SEN policy and setting dates for evaluation and review.
- Liaising with members of staff concerning the reviewing and implementation of IEPs, IBP, Play plans and Educational, Health and Care Plans (EHCP).

Role of Other Teaching Staff

It will be the responsibility of all teaching staff to provide a suitably differentiated curriculum within all subject areas.

All members of staff should liaise with the SENCO, who will provide advice and support when writing IEPs, IBPs and Play plans; when making general provision for SEN in the classroom. All teachers will take some responsibility of annually reviewing Educational, Health and Care Plans.

Admission Arrangements (see school Admission Policy)

St Mary's welcomes all children and aims to respond appropriately to each child's background and individual needs. We ask parents to give as much notice as possible if a child has a disability, has SEN or has special abilities. This enables us to explore with parents and with any outside professionals how we can provide most effectively for that child. St. Mary's is fully committed to working with the parents of pupils with SEN. If the school is alerted to the fact that a child may have a difficulty in learning we will make our best endeavours to collect relevant information and plan a differentiated curriculum.

Supporting pupils and families

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships with pupils and families. Parents meet regularly with school staff and concerns and successes are shared.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for Individual Educational Plans. Some home activities may be planned. Parents of children with statements/Educational Health and Care Plans will also be invited to an annual review, along with relevant support services connected to the child, and is appropriate the pupil themselves.

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEN. The quality of teaching for pupils with SEN, and the progress made by pupils, will be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult with the SENCO and Head Teacher to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional and different from that which is normally available. This would constitute Special Educational Provision and the child will be registered as receiving SEN support. We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be identified by progress that:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Fails to make progress with wider development or social and emotional needs
- Fails to make progress in self-help, social and personal skills.

The school will use the graduated approach as advised in the Code of Practice -25 years 'Assess, Plan, Do and Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing.

Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the

school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, 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. School will take concerns raised by a parent seriously. These will be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEN support, the parents will be formally notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent and the pupil 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.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher will remain 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 or subject teacher, 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 how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

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

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will 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.

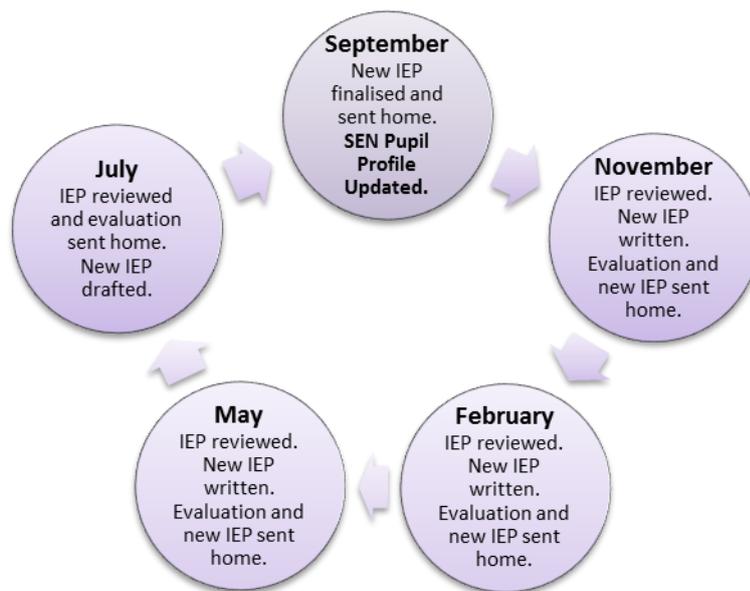
Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months. Schools will co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

The schools Local Offer can be found on the school website. This indicates the type of provision the school currently offers to children with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCO, Head Teacher and School Bursar records the cost of provision made through provision mapping.

Individual Educational/Behaviour/Play Plans

Once children have been identified as receiving SEN support, the class teacher, pupil and the pupil's parents will develop an Individual Educational Plan (IEP), Individual Behaviour Plan (IBP) or Play Plan. This document will set clear, achievable targets for the child to work towards. These targets will be carefully tracked by staff and evidence will be collected by staff, using IEP tracking sheets. The targets will be reviewed termly and new targets will be set for the fourth coming term. The IEP cycle is as follows:



Statutory Assessment of SEN

SEN support should 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 or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment (EHC Plan). The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- The child's individual educational plan (IEP)
- Records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (CAF)
- Medical information where relevant
- National Curriculum attainment
- Educational and other assessments, e.g. Educational Psychologist
- Views of the parent and child
- Involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of the child. The LA must request advice from:

- Parents/carers and/or child
- The school
- An educational psychologist
- Health
- Social care
- Anyone else that parents/carers request
- A specialist teacher (if appropriate)

Annual Review of the EHC Plan

School will provide an annual report for parents on their child's progress.

Where a pupil is receiving SEN support, school will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. School will meet parents at least three times each year.

These discussions can build confidence in the actions being taken by school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs.

These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENCO. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.

Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for pupils with SEN, school will ensure that teaching staff are supported to manage these conversations as part of professional development.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.

The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate.

Criteria for exiting Special Educational Provision

When the child has made relevant progress, further interventions are not needed and the child is achieving age related expectations parents will be invited into school to review their child's progress. A decision will then be made whether their child should or should not be kept on the SEN register. Once a decision has been made a letter will be sent home explaining that their child has been removed from the SEN register. Their class teacher and the SENCO will continue to track the child's progress closely.

Record Keeping

School will record details of additional or different provision made under SEN support. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. School will ensure that we have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. A local authority that is considering or is carrying out an assessment of the pupil's needs, will wish to review such information.

Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps helps the SENCO to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

A filing system is kept in school where confidential paper work will be kept. This will be in a secure place in school where only staff has access. Any interventions or actions that have been taken place will be noted on the 'chronology of action' list by the person who was responsible. This will be kept on the front of the child's file. Records will be kept in school for past pupils for up to 5 years.

Access to the National Curriculum

St. Mary's long, medium and short term planning takes account of a range of educational needs. Individual teacher's plan differentiated learning targets. Children are regularly monitored and assessed in line with the school's assessment policy.

The progress of SEN pupils with IEPs/IBPs/Play plans is reviewed on a termly basis, or sooner, during arranged meetings between the SENCO and class teachers. The on-going delivery of the programmes of work is the responsibility of the class teacher. Reviews of the curriculum are on-going at St. Mary's.

At St. Mary's all teachers adapt and change their teaching style to deliver learning activities to children with different individual needs.

St. Mary's is committed to provide a learning environment which promotes the inclusion of SEN and more able children. All children have equal access to equipment and experiences in order to promote their learning. Support for SEN children is provided to match their identified needs; either of groups or individuals. On occasions children may be withdrawn from class for specialist help, either from staff in school or from outside agencies. These programmes include speech therapy, social groups, physical therapy groups and ECaR. All these interventions are documented and evaluated on a termly provision by the SENCO.

The SENCO liaises closely with TAs and outside agencies to ensure the curriculum continues to be delivered if children are withdrawn. Support for more able pupils is provided through extension work activities and through guided independent research.

Medical Needs

The school recognises that pupils at school with medical conditions should be 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 may also have special educational needs (SEN) and may have a statement, or an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision, the SEND Code of Practice (2014) will be followed.

Inset

Training programmes with regard to SEN and talented pupils are identified as part of the schools SDP. Staff training is met through attendance on county courses and in-service training within our own setting.

Teaching staff will take part in training organised by the SENCO, or Headteacher, and have opportunities to discuss practice, policy and procedure through regular staff meetings. Training for teaching assistants and support staff will be met through in-house training and outside courses. All support staff will be invited to attend training courses.

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

The SENCO will attend county training course for their own professional development and will address training issues in relation to SEN for other members of staff as appropriate.

Monitoring and Evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the School Action Plan.

The policy is due to be reviewed March 2016.

Complaints

Parents expressing concerns regarding their child's progress will initially be referred to the classteacher. The SENCO and Headteacher should be informed. In the event of unresolved complaints it may be necessary for the SENCO and/or Headteacher to become involved. LEA procedures will be followed in all matters relating to complaints.

A record of complaints will be kept in a file in the Headteacher's office.

Bullying

Bullying is taken very seriously at St Mary's School. To view the school's policy on anti-bullying please ask for a paper copy at the school office.

Key Personnel in St. Mary's Primary School with responsibility for SEN

School SENCo: Mrs Suzanne Lord

Governor: Mrs Karen Girling

Headteacher: Mr Neil Gurman

Signature of Chair of Governors:	Date:
----------------------------------	-------

Signature of Headteacher:	Date:
---------------------------	-------

Date of next review: April 2021
