

ST MARTIN'S GARDEN PRIMARY SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS

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Member of Senior Leadership Team with over 20 years' experience in SEN

RATIONALE

At our school all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make successful transitions throughout school, into KS3 and into adulthood

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made:-

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

All teachers at our school are teachers of every child including those with SEN. Our aim is for each child to reach their full potential and aspire to meet, and be successful, in the life-long challenges they may meet as individuals

Our policy was written to reflect the SEND Code of Practice 0-25 guidance of 2014. It was shared with staff, governors and parents. It stands beside the SEN information issued about our school (see web site).

OBJECTIVES

At school we will aim to:-

- identify and provide for pupils who have special educational needs and additional needs and use best endeavours to make sure that a child with SEN gets the support they need
- work within the guidance provided in the SEND Code of Practice 2014
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN with access to a full curriculum
- designate a teacher to be responsible for co-ordinating SEN provision-SENCo
- develop and maintain partnership and high levels of engagement with parents
- provide support, advice, training for all staff

- operate a 'whole pupil, whole school' approach to offer support in SEN

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

- **SPECIAL EDUCATIONAL NEEDS AND DISABILITY CODE OF PRACTICE:0-25 JULY 2014**

Class teachers, supported by SLT, should make regular assessments of progress for all pupils and aim to identify pupils making less than expected progress:-

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better previous rates of progress
- fails to close the attainment gap between them and their peers
- widens the attainment gap

First response to such progress should be high quality teaching targeted at their areas of weakness. Informal evidence should be gathered. SENCo should be involved. Extra teaching and/ or rigorous interventions may be needed. Parents and children should be as involved as professionals working with the child.

- **AREAS OF NEED**
- Communication and interaction-Speech language and communication needs(SLCN)
- Cognition and learning- Moderate learning difficulties (MLD), Severe learning difficulties (SLD), Specific learning difficulties SpLD), Profound and multiple learning difficulties (PMLD)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or medical needs – Visual Impairment (VI), Hearing impairment (HI), Multi-sensory impairment (MSI), Physical disability (PD)
- **OTHER AREAS OF NEED RECOGNISED AND CONSIDERED AS POSSIBLE FACTORS**
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked-after child
- Being a child of servicemen/women

Reasonable adjustment to the above will be made (under current disability equality legislation) but do not constitute SEN. Identifying behaviour as a need will no longer be acceptable as describing SEN.

A GRADUATED APPROACH TO SEN SUPPORT

A register of SEN children is maintained in school which is reviewed at least 3 times a school year. Parents and pupils are involved in the initial process and review. Pupils may have a Support Plan and/or be included on a class provision map which details the allocated intervention.

PROVISION IN SCHOOL

- Teachers are responsible and accountable for the progress and development of all the pupils in their class,.
- High quality teaching, differentiated for individual pupils, is first step in responding to pupils who have or may have SEN. Review and improving teacher's understanding of strategies to identify and support vulnerable pupils is essential
- In deciding whether to make SEN provision teacher and SENCo should consider:-
 - All evidence gathered on progress including high quality and accurate formative assessment;
 - Comparison with national data and expectations
 - Consideration of other factors as 'whole pupil' approach
 - Parental concerns and information
 - For higher levels of need more specialised assessments from external agencies and professionals should be used.
 - Early discussions should establish agreed outcomes and next steps.
 - Barriers to learning should be removed.

MANAGING PUPILS' NEEDS ON THE SEN REGISTER

Provision mapping and SEN Support plans detail the needs and provision for all children on the SEN register. All children with Statements or Education Health and Care Plans will have a SEN support plan. They will also have an Annual Review.

Provision maps are working documents that change as needs dictate having been established in October for each school year. CTs are responsible for amending additional interventions as they occur/end.

SEN Support plans are reviewed at least twice a year but more frequently three times a year. These are shared with parents/carers at parent/carer consultations by class teachers. SLT may be involved with these reviews.

Pupil progress information is collated six times a year with meetings taking place between class teachers and SLT three times a year

TAC and TAF meetings for some children are also used in the review process Pupils views are sought and used in the review process. They complete a pupil profile or 'All about me' sheet.

Children on the EAL register may have Support plans but are not considered as SEN unless over time it becomes evident that pupils would be considered SEN in their own language.

Provision is varied and designed to meet individual needs, including external agencies-see SEN information for our school at www.stmartinsgarden.org.uk and linked to B&NES local offer (www.bathnes.gov.uk/localoffer).

Inclusion support requests are completed by school and parents for additional agencies. CAFs are completed for some families/pupils. SENCO/SLT keep referral forms for external agencies and paperwork from the LA.

Each class' Inclusion File, kept in classrooms, is to contain a section on each child identified as having SEN. All copies of paperwork to be kept in date order with a diary sheet of actions taken. Class teacher, with SENCo, is responsible for keeping all relevant records. At the front of each file is a list of children with SEN as well as other inclusive issues

Head teacher/Assistant head teacher/Class teacher/SENCo may attend Case Conferences or submit written reports. Case Conference records are kept in Assistant head teacher's office

ADMISSION ARRANGEMENTS

- Each pupil's current skills and levels of attainment should be assessed, building on information from previous settings. At the same time evidence should be considered that a child may have a disability under the Equality Act 2010 and if so that reasonable adjustments may need to be made
- The decision to admit children to The Margaret Coates Centre is taken by the LA.

SPECIALIST PROVISION

- See separate policy
- The Margaret Coates Centre on site makes provision for children with communication related disorders and autism. The SENCO does not hold any administrative role here.
- The staff at the Centre are encouraged to attend a variety of courses related to the teaching of such pupils.
- The Margaret Coates Centre lead is Ms Lisa Carey who has overall responsibility for children and staff. Some overlap is essential and arranged when necessary.

ACCESS ARRANGEMENTS

- St Martin's Garden Primary School is a single storey building.
- All classrooms have level access to all areas within school with the exception of steps in the link corridor where there is a chair lift. Access to the Environment Area would be limited to wheel chair users.
- Ramp access exists from the playgrounds and KS1 patios and KS2 patio. Ramped access is available from most KS2 classrooms, and all are planned for. A suitable path leads to the emergency collection point from year 3 /4 corridor.
- All classes have shared use of washing machines and tumble drier.
- Children with physical disabilities have access to Medical Room which houses hoists, bed, toilet.
- Shower room is available to all.
- Full disabled access is available to the swimming pool.

INTEGRATION

- All children with SEND are integrated into mainstream school for the major part of directed teaching time (with the exception of The Margaret Coates Centre)
- All children at SEN Support level and Statement/EHCP stages may be withdrawn from class at times or receive support in class as needs demand and funds allow.
- Children from The Margaret Coates Centre may integrate
 - a) into specific classes
 - b) at playtimes
 - c) at assembly timesall with TA support
- Children throughout the Key Stages may visit another class, by arrangement, including The Centre if it is felt appropriate to their need.

EVALUATION OF SUCCESS OF SEND POLICY

The SEND policy will be judged to be successful if the following criteria are fully or mostly attained:

Early identification of children with SEND.

Records are kept to ensure that all parties remain sufficiently informed.

Children who are judged to require extra support receive it within the limitations set by the resources available to the school.

Resources available to the school are used to their greatest effect; that is to the greatest benefit of the children.

SEN Support plans which are reviewed regularly, and at least twice annually.

Good working relationships with parents.

Close liaison between all agencies.

Pupils views are recognised via the profile/All about me information

INSEVICE TRAINING

- SENCo cluster meetings
- Staff Meetings
- Visiting speakers
- SEN courses/meetings as arranged by Head teacher and/or LA
- Liaison time between SENCO and staff
- TAs may be requested to attend or request training on specific issues.
- Information is fed back to all TAs via weekly meetings

ROLES AND RESPONSIBILITIES

GOVERNORS

The SEN Governor is Mrs Eunice Hinds.

All governors are made aware of SEN actions and provision within the school by the SEN governor or SENCo. Mrs Hinds and Mrs Ertle meet each term.

SEN TEACHING ASSISTANTS

SEN TAs are line managed by the SENCO. HLTA, Mrs Ryman, oversees the day to day information sharing process and runs weekly meetings.

SEN TAs keep individual records and paperwork relating to pupils supported by them and are able to add the review processes.

CHILD PROTECTION

Designated Safeguarding Lead is Mrs Angela Horn. Head teacher and Deputy head teacher also have relevant training/responsibility.

PUPIL PREMIUM/LOOKED AFTER CHILDREN

Head teacher has responsibility for funding related to Pupil Premium and looked after children. Ms B Lowe is Governor responsible for Pupil Premium,

ARRANGEMENTS FOR COMPLAINT

- Initially class teacher deals with complaint.
- Further referral may be to SENCo and/or Head teacher/SLT with due regard to school complaints procedure.

November 2014