



St Stephen's C.E. Primary School

Nurture, Grow, Flourish

St. Stephen's C.E Primary School Special Educational Needs and Disability Policy (SEND)

This policy was updated in September 2016 and adopted by the Governing Body

Signed Simon Scott Headteacher

Signed Joyce Simpson Chair of
Governors/Committee

This policy is due for review in September 2018

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

The Special Educational Needs Co-ordinator (SENCO) at St Stephen's Church of England Primary School is Julia Stega. She is an Assistant Head Teacher, Named Person and a member of the SLT. The named Governor for SEN is Claire Corley. Together they ensure the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At St Stephen's inclusion is integral to our ethos and is reflected in our vision statement below (see appendices 1 for the full version).

Vision can be expressed in the life a community shares; it is engrained as we strive to meet in full our responsibilities. But a vision also has to be summed up in clear words. At St Stephen's just three words declare our vision: nurture, grow, flourish. For anyone seeking to understand our school, this is the best starting point. Nurture, grow, flourish is our school motto, and all members of our community are asked to commit to the values these words imply.

SPECIAL EDUCATIONAL NEEDS AND PROVISION AT ST STEPHEN'S

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Special Educational Needs and Disability Code of Practice 2014

AIMS AND OBJECTIVES

Within a caring and mutually supportive environment we aim to:

- Identify pupils who have special educational needs and additional needs.
- Monitor the progress of all pupils, including those with SEND.
- Make appropriate provision to overcome barriers to learning and ensure pupils with SEN and other Individual Needs have full access to the curriculum.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- Work in co-operative and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Create an environment that meets the special educational needs of each child in order that they feel safe to voice their opinions, achieve their learning potential and engage in activities with their peers.
- Develop and maintain a high level of staff expertise to meet pupil needs, through ongoing training, sharing good practise, and targeted continuing professional development. The appraisal system supports this.
- Make reasonable adjustments to enable all children to have full access to all elements of the school curriculum, including visits and extra-curricular activities.
- Identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Provide support and advice for staff working with special educational needs pupils.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of Special Educational Needs

The Special Educational Needs and Disability Code of Practice 2014 (section 6.28 - 6.35) outlines 4 broad categories of need. These areas give an overview of the range of needs that should be planned for. At St Stephen's we identify the needs of pupils by considering the needs of the whole child.

These Four Categories are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and/or physical needs

As a Bradford school we have adopted the Bradford Ranges model. These Ranges support the child's additional needs in the following ways:

Range 1 - Quality First Teaching

Range 2 - Targeted small group interventions

Range 3 - Additional, specialised group or one to one interventions, external agency advice.

Range 4 - Education Health Care Plan support

Behaviour is no longer an acceptable way of describing SEN. As such concerns relating to a child or young person's behaviour should be described as an underlying response to a need which the SEN team will work towards recognising and identifying, along with parents and external agencies. We have developed a SEMH provision in school called "Woodlands" which aims to support pupils who display behaviours that disrupt classroom learning, and who benefit from mentoring and nurturing.

We recognise that the following are NOT SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- 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

St Stephen's recognises that there is an overlap between children and young people with Special Educational Needs and those with Disabilities. The young people are covered by both SEND Code of Practice and equality legislation such as the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children and those with medical conditions, to prevent them being put at a substantial disadvantage.

The Equality Act (2010)

Everyone covered by the new Code also:

'has duties in relation to disabled children and young people under the Equality Act 2010. They must not discriminate and they must make reasonable adjustments for disabled children and young people. [this] includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer.

A GRADUATED APPROACH TO SEN SUPPORT

The Code of Practice 2014 suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

At St Stephen's teachers are responsible and accountable for the progress and development of all pupils in their class, including 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 SEN. This is called Quality First Teaching (QFT).

St Stephen's decides whether to make special educational provision by following the recommendations in the Range Guidance from Bradford LA in addition to discussion between the teacher, SENCO, parent, pupil and external agencies as appropriate. We consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes formative assessment, using effective tools and early assessment materials. (See appendix 2 for the Baseline Assessment)

MANAGING PUPILS NEEDS ON THE SEN REGISTER

We follow the ASSESS - PLAN - DO - REVIEW cycle for pupils on the SEN register as appropriate. (See appendix 3)

The majority of pupils on the SEN register at St Stephens are for Cognitive and Learning or Speech, Language and Communication Needs. We follow recommendations from the guidance to support pupils on the SEN register. (See appendices 4 for the descriptors and provision)

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

It is our aim, where possible, for the support and interventions at school to enable a pupil to reach the expected levels of attainment. When this happens teachers, SENCO and parents discuss the progress and remove the pupil from the SEN register. The pupil is then carefully monitored and supported to make sure they maintain their ability to learn.

We follow the advice on the Range Guidance to guide our decisions.

Supporting Pupils and Families

At St Stephen's we recognise the importance of working with the family and the impact of their involvement. We encourage parents to be actively engaged in their child's education and well-being. In accordance with the SEN Code of Practice, we believe that parents should be involved in the SEN process right from the start. We work hard to ensure:

- Parents are informed of their child's additional needs at every stage of the SEN Process.
- Parents are encouraged to be a part of the target setting
- Parents are fully aware of referrals the involvement of external agencies, who work with the school in order to help identify the specific additional needs and provision their child may need.
- Parents are involved in the writing of EHC Plans in order to help families with SEN children prepare for adulthood.
- We have developed links with a number of agencies to support parents with parenting and home issues.
- Parents can view the LA local offer (Regulation 53, Part 4) via a link on the school web site.

Supporting Pupils at School with Medical Conditions

St Stephen's 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 the school will comply with its duties under the Equality Act 2010.

MONITORING AND EVALUATION OF SEND

If SEN support is effective, then pupils will be making expected or better than expected progress in the targeted areas. They will engage in learning and be a fully included member of the school community. If they are not then we will investigate and respond with appropriate strategies.

The school's tracking systems for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily academically. Staff, pupil and parents will inform school if pupils are not succeeding in additional ways.

Monitoring is carried out in a number of ways including quality first teaching, ongoing assessment for learning and regular pupil progress meetings aim to quickly identify children with SEN. Once these are identified, the class teacher will work with the school's SEN team, the child, the child's parents and any other relevant external agencies to plan and deliver the additional support that the child may need. The school will monitor the effectiveness of this provision using the following systems:

- Pupil progress meetings
- Achievement data
- Provision mapping and intervention monitoring
- Mentoring support

TRAINING AND RESOURCES

Staff at St Stephen's C of E Primary School are supported with their continuing professional development with regards to the teaching and learning of children with SEN. The school ensures this by:

- Setting individual targets and support for staff at Appraisal meetings.
- Providing training and INSET for staff on areas of SEN and inclusion. This includes staff meetings, short targeted sessions and training by specialists.
- Monitoring and feeding back to teachers and associate staff regarding the teaching of children with SEN
- Using external agency support to assess children and advise class teachers and associate staff members on how best to meet the needs of children with SEN
- The school's SENCOs regularly attend the BD5 SENCO network meetings in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

a. Catriona Mossop and Sue Ingham, members of the Board of Governors have specific responsibility for SEN. Regular meetings with the SENCO and Headteacher are expected.

b. The SENCo, Julia Stega, keeps up-to-date with, and monitors the school's SEND provision. The SENCO is also responsible for ensuring that arrangements are in place for SEND provision throughout the school, including:

- Overseeing the day-to-day operation of the school's SEND policy and Local Offer.
- Managing and leading the Inclusion Team
- Co-ordinating provision for children with SEN.
- Supporting the attainment and achievement of vulnerable groups and those with special educational needs.
- Monitoring and evaluating intervention programmes, their impact and areas for development.
- Monitoring progress of SEN and vulnerable pupils
- Liaising with and advising teachers and associate staff members in supporting pupils with SEN.
- Overseeing the records of all children with SEN.
- Communicating effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Contributing to the in-service training of staff.
- Line managing associate staff members who work with SEN and vulnerable groups.
- Managing the budget allocation for SEN
- Full participation in meetings and other after school events
- Acting as a Named Person for safeguarding
- Liaising with Social Services
- Offering pastoral support for vulnerable children
- Supporting children on the Child Protection Register
- Providing regular information to the Headteacher and governing body on the evaluation and impact of SEN and EAL provision.

Designated Teacher with specific Safeguarding responsibility.

There are 4 designated members of staff

- Peter Timms (AHT)
- Tim Elcock (DHT)
- Denise Waterhouse (DHT) Lead Named Person
- Julia Stega (AHT and SENCO)

Name member of staff responsible for managing PPG/LAC funding

- The Rev Simon Scott, Headteacher, is responsible for managing the PPG and LAC funding with support from the SLT and Governors

Member of staff responsible for managing the school's responsibility for Medical needs of pupils

- Anne O'Brien - HLTA. Line manager is DHT Denise Waterhouse.

Role of SEN Associate Staff members

- Anne O'Brien HLTA - SEN inclusion, Speech and Language interventions, Medicines, PPA cover and Medicines
- Alex McDanielson HLTA - EAL
- George Tancos - EAL Associate Staff
- Julie Boocock - SEMH and Woodlands
- Mel Maloney - Attendance, SEMH and Woodlands
- Kelly Parker- SEMH and Woodlands
- Maddie Scarfe - SEMH and Woodlands
- Cheryl Grady - SEN Associate Staff, SEMH and Woodlands
- Tina Firth- SEN Associate Staff
- Louise Adamson - SEN Associate Staff
- David Calcraft - SEN Associate Staff

STORING AND MANAGING INFORMATION

Safeguarding and SEN records and documents are stored on a secure electronic system called CPOMS.

SEN information is also stored electronically on the SIMs system.

Records of progress and attainment are stored on ASSET, a secure electronic data storage system.

The SEN register and pupil SEN targets are stored on the Staff Shared section of the school server.

Information may be shared with a third party with parental permission. Further details are available in the school's confidentiality policy.

St Stephen's writes and updates accessibility plans annually or sooner if circumstances demand. These plans are co-ordinated by Linda Haigh, business manager.

REVIEWING THE POLICY

This policy will be reviewed annually with the SENDCO, SLT and Governors.

ACCESSIBILITY

The DDA (The Disability Discrimination Act), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. At St Stephen's we are constantly updating and reviewing the accessibility of the school and buildings. We have installed a wheel chair accessible lift to enable pupils to access the Tree house learning area in school.

The main entrances open wide to allow wheel chair access. The Qube has ramp access.

St Stephen's works with families, agencies and pupils to ensure their needs are met in school. We take advice from specialist teachers and buy equipment to support pupils with SEN and disabilities, e.g. an electronic tablet for a pupil with VI, a writing slope, specialist pencils, Clicker 6.

St Stephen's encourages parents to discuss the welfare and education of their child with school and key people. Parents can make an appointment to see the teacher, SENCO or SLT to discuss any areas of concern. We hold drop in sessions with the school nurse, where parents can call in without an appointment to discuss their child.

DEALING WITH COMPLAINTS

If a parent/carer has a complaint about the SEN provision in school they may initially contact:

- The class teacher
- The SEN Co-ordinator
- A member of the school's Senior Leadership Team

In response, the class teacher and the SENCO will provide evidence of work undertaken, targets and an assessment of progress. If the problem is still not resolved, parents may then contact the Governing Body to request a meeting. This may lead to a formal complaint to Bradford Children's Services or with an appeal to the SEN Tribunal.

Signed on Behalf of Governing Body

(Chair of Governors)

Date Approved by Governing Body

Date of Next Policy Review

September 2018



Vision Statement

nurture, grow, flourish

Vision is expressed in the life a community shares; it is ingrained as we all strive to meet in full our responsibilities. But a vision also has to be summed up in clear words. At St. Stephen's just three words declare our vision: nurture, grow, flourish. For anyone seeking to understand our school, this is the best starting-point. Nurture, grow, flourish is our school motto, and all members of our community are asked to commit to the values these words imply.

Nurture

At St. Stephen's children come first. Our privilege is to know and value every child and to look for the best in each one. Our task is to be a community where learning is cherished by all. Just as sunlight, warmth, and rain nurture the growth of plants, so we aim to provide the best possible support, helping pupils progress, and inspiring in them a love of learning.

the rich soil of creative experience. Our task is to engage each child's curiosity, providing opportunities that tap into fresh interests. We seek to strengthen the confidence that aims high, and that eagerly branches out into new activities. We encourage the growth that bears fruit in the life of each child, and which prepares children for the responsibilities of mature adult life.

explore and celebrate the wisdom expressed diversely through faith and culture, enabling our children to seek and find life in all its fullness. Our task is to ensure a flourishing community where challenge and support are well balanced to ensure good growth: where everyone's voice is important; and where pupils blossom as they try out new ways to play a full, positive and active part.

Grow

At St. Stephen's learning is creative, reflective and fun. All are encouraged to grow through fresh discoveries. Our privilege is to nourish minds and hearts: we plant seeds of understanding in

Flourish

St. Stephen's is at the heart of the local community and partnership is our watchword: partnership with parents, amongst staff, with the church, and with a range of critical friends. Our privilege is to

This is the vision that nurtures our children, enabling them to grow and flourish, preparing them to move forwards in confidence and hope, with dreams of a bright future.

'The glory of God is a human person fully alive.'
St. Irenaeus, Bishop of Lyons, c. 185 C.E.

Appendices 2

Baseline Assessment can be found on Bradford Schools Online or follow the link below:

<https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=1893#Baseline>



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Appendices 3

ASSESS - PLAN - DO - REVIEW cycle.

- Assess
- Plan
- Do
- Review

Assess

We gather information from teachers, pupils, parents, external agencies and school data to analyse the pupil's needs. We complete Baseline and other relevant assessments as appropriate. This could be by the teacher, SEN team or external agency.

Plan

We plan a support/ intervention using the information from the assessment and in conjunction with recommendation on the Ranges Guidance. We record this on a provision map and share it with staff working with the pupil.

Do

Planned interventions and support are implemented. The class teacher is responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. Following the Ranges Guidance further support may be provided by the SENDO and external agencies.

Review

Reviews will be undertaken in line with agreed dates, and at least termly. The review process will evaluate the impact and quality of the support and interventions.

Appendices 4

Below are the main descriptors for Range 1 - 4 of the Cognitive and Learning Range. The Speech, Language and Communication Needs Range Guidance can be found on BSO (Bradford Schools Online)

A pupil is considered to be at Range 1 on the Cognitive and Learning Range guidance if they meet the following:

- Below expected rate of attainment; up to 2 years behind national expectations.
- Difficulty with the acquisition / use of language, literacy, numeracy skill
- Difficulty with the pace of curriculum delivery.
- Some problems with concept development.

. Range 1 provision includes the following as appropriate

- Main provision by class teacher (Quality First Teaching) with advice from SENDO.
- Additional adults routinely used to support flexible groupings and differentiation
- Mainstream class with enhanced differentiation, regular targeted small group support.
- Time limited programmes of small group work based on identified need.
- Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored.

A pupil is considered to be at Range 2 on the Cognitive and Learning Range guidance if they meet the following:

1. Mild but persistent difficulties in the acquisition/use of language/literacy/numeracy skills.
2. Attainment is more than 2 years behind national expectations despite targeted differentiation
3. Processing difficulties limit independence and may need adult support in some areas.

Range 2 provision includes the following as appropriate

- Quality First teaching+
- Differentiated and modified tasks within an inclusive curriculum.
- Modified level/pace/amount of teacher talk to pupils' identified need.
- Multi-sensory learning opportunities

- Emphasis on using and applying and generalisation of skills.

A pupil is considered to be at Range 3 on the Cognitive and Learning Range guidance if they meet the following:

- Moderate and persistent difficulties in the acquisition/use of language/literacy/numeracy skills.
- Needs persist and appear resistant to previous interventions
- Attainment is more than 3 years behind expected level despite differentiated learning opportunities and concentrated support
- Moderate difficulties with independent working and needs the support of an adult and a moderated curriculum.
- Cognitive assessment by a specialist teacher or Educational Psychologist likely to be significantly below average range of cognitive ability (SS<72 at the 3rd percentile or below). Moderate LD
- A diagnosis may be in place e.g. Down Syndrome/Williams Syndrome/Prader Willi syndrome

Range 3 provision includes the following as appropriate

- Quality First teaching +
- Tasks and presentation increasingly individualised and modified in an inclusive curriculum,
- Individualised level/pace/amount of teacher talk.
- Mainstream class, predominantly working on modified curriculum tasks.
- Frequent opportunities for small group work based on identified need.
- Daily opportunities for 1:1 support focused on specific targets.
- Main provision by class/subject teacher with support from SENDO and advice from specialist teacher and non-education professionals as appropriate.
- A consistent structured environment may include withdrawal, carefully monitored, planned by class teacher for a specific target.
- Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis.
- Additional adult to be trained to deliver interventions and support

A pupil is considered to be at Range 4 on the Cognitive and Learning Range guidance if they meet the following:

- Cognitive assessment by a specialist teacher or Educational Psychologist Likely to be significantly below average range of cognitive ability (SS< 68 at the 1st percentile or below). Severe LD
- Significant difficulties with independent working and needs the support of an adult and a personalised curriculum.

- Significant difficulties in the acquisition/use of language/literacy numeracy skills, with the curriculum and out of school activities
- Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence
- An EHCP is in place.

Range 4 provision includes the following as appropriate

- Quality First teaching +
 - Tasks and presentation increasingly individualised and modified in an inclusive curriculum
 - Individualised level/pace/amount of teacher talk.
 - Small steps targets within group programmes and/or 1:1
 - Tasks and presentation are personalised to the child's needs and monitored regularly to ensure remain appropriate
 - Main provision by class/subject teacher with support from SENDO and advice from specialist teacher and non-education professionals as appropriate.
 - A consistent structured environment may include withdrawal, carefully monitored, planned by class teacher for a specific target.
 - Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis.
 - Additional adult to be trained to deliver interventions and support
 - Mainstream class, predominantly working on modified curriculum tasks.
 - Frequent opportunities for small group work based on identified need.
- Daily opportunities for 1:1 support focused on specific targets.