

St John of Beverley RC Primary School

Special Educational Needs and Disability Policy

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our Special Educational Needs and Disability (SEND) policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

Laura Whittington – SENCO St John of Beverley RC Primary School.

Please make an appointment with the school office if you wish to speak to the SENCO.

Headlines from the 2014 Code of Practice. From September 2014

- Statements will no longer be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS).
- All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCO.
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There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

Aims/Objectives

At St John of Beverley we aim to:

- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- Value and encourage the contribution of all children to the life of the school
- Work in partnership with parents
- Ensure that every child experiences success in their learning and achieves to the highest possible standard ;
- Enable all children to participate in lessons fully and effectively
- Work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- Work closely with external support agencies, where appropriate, to support the need of individual pupils
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

St John of Beverley RC Primary School will have due regard for the Special Needs Code of Practice (COP) when carrying out our duties towards all pupils with special educational needs, and ensure that parents/carers are notified when SEN provision is being made for their child.

Identifying children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action is agreed.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- 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

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND. Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to discuss current concerns and agree a way forward. For example, to:

- formally let them know that their child is being placed on the SENS register
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Paperwork for children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- Each term a Termly Support Plan is produced and/or reviewed with parents. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- This paper work then becomes a working document for all adults working directly with the child.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan.

Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans but this may still be considered appropriate for individual children. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all

children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. Objectives and SMART Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention. The SENCo monitors interventions to identify 'what works'.

Access to extra-curricular activities

We endeavor for all of our children to have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the

child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. Additional transition arrangements may be made at these reviews e.g. extra visits. Staff from the secondary school also come into our schools and work with children and families if appropriate.

Roles and Responsibilities

The school Governing Body, Headteacher and SENCO are responsible for coordinating educational provision for children with special educational needs.

The Role of the Governing Body

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Mrs Michelle Glansfield.

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that the appointed special needs governor liaises with the SENCO on issues relating to special educational needs provision in our school, including how funding, equipment and personnel resources are deployed
- Ensuring that children with special educational needs are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy

The Role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school's work including provision for pupils with special educational needs
- Ensuring that SEN provision is an integral part of the School Development Plan
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the school's SENCO
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

The Role of the SENCO

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

The SENCO at St John of Beverley School is Mrs Laura Whittington supported by Mrs Angela Nicholl.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Overseeing pupils' records of all pupils with special educational needs
- Liaising with the parents/carers
- Attending SENCO cluster meetings and relevant CPD
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies as and when necessary
- In conjunction with the Headteacher, the SENCO will be pro active in:
 - ✓ Reviewing SEN provision throughout the school,
 - ✓ Overseeing resources specifically purchased for SEN
 - ✓ Managing SEN provision through a delegated portion of the SEN budget.
 - ✓ Contributing to the School Self Evaluation (SEF) and School Development Plan (SDP)

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to identify a child's specific area of need and to decide on the action required to assist the child to progress
- Putting into action any support that is needed for individual children
- Working with the SENCO to collect all available information on the child and to keep detailed and accurate records
- Developing, monitoring and reviewing individual education plans and informing teaching assistants (TA's) about support programmes and strategies to be used.
- Working with SEN pupils on a daily basis to deliver the Termly Support Plan targets within differentiated planning

- Writing SMART targets and objectives.
- Ensuring that Termly Support plans are completed and given to the SENCO by the required deadline
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

The Role of the Teaching Assistants

Teaching Assistants have the responsibility for:

- Supporting pupils with SEN in class as directed by the teacher and supporting pupils with SEN where appropriate outside the class
- Recording their work with SEN pupils and informing the class teacher and SENCO of any issues arising
- Being aware of the SEN policy

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school

East Riding of Yorkshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

East Riding's Local Offer is available from the website

<http://www.eastridinglocaloffer.org.uk/>

Our School's individual local offer and SEN Information Report are available on our website

<http://www.stjohnofbeverleyrcprimaryschool.co.uk/>

Policy Drafted by	Laura Whittington (SENCO)
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