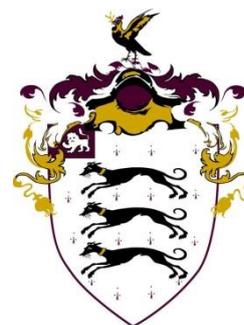


Sir John Moore C.E. (A) Primary School

Special Educational Needs and Disabilities Policy

SENCO: Anthea Lawton

SEN Governor : Toby Bird



Aim

Sir John Moore Primary School seeks to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility. Every teacher is a teacher of every child including those with SEND. At Sir John Moore Primary School the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. The National Curriculum Council stated that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

The following pages set out the model of Assessment and Provision that Sir John Moore Primary School will provide in line with the new Code of Practice.

- Have regard to the Code of Practice on the identification and assessment of special educational needs.
- To follow the guidelines laid down by the SEN code of practice 2014.
- To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- Where a child is identified as not making adequate progress provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- Where a child is identified as having special educational needs an SEND Support Plan will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.
- To enhance self-esteem by setting appropriate targets and to achievement of celebrate them.

- To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- To include the child within the class, wherever and whenever practicable.
- Endeavour to use all resources appropriately and efficiently.
- Make full use of all the support agencies that have been made available through the LEA.
- To ensure that appropriate CPD is provided to all staff

Admission Arrangements for a pupil with Special education Needs

The school will adhere to Diocese of Leicestershire admission policy.

School Model of Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether or not they are making adequate progress.

Inadequate progress can be defined in a number of ways i.e.-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
- widens the attainment gap. It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

If a child's progress is inadequate the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum offer and strategies.

Quality First teaching; additional support in class, by the class teacher

Sometimes pupils need additional support; this is provided in the first instance by the class teacher. At this stage the class teacher will begin to complete an initial concerns checklist and raise concerns with the parent and SENCO. A plan of action will be agreed, following assessment of the pupil's difficulties. Outcomes will be evaluated and progress monitored.

If, despite additional support, progress is not made then the SENCO and class teacher will consider placement on the SEND Support register. This will be with the agreement of parents/ carers following an initial period of additional support.

Identification and Assessment

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.

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

- (a) Has a **significantly greater difficulty in learning than the majority** of others of the same age; or

(b) Has a disability which **prevents or hinders him or her from making use of educational facilities** of a kind generally provided for others of the same age in mainstream schools. The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves temporary the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- Parents/carer
- Child
- Class teacher assessment
- Response/ length of time on SEN register
- Any of the support services mentioned later
- Records – transferred from another school
- Base line assessments
- SAT results
- In-house testing and assessment
- Records of achievement
- Special needs register
- Pupil tracking

In identifying children who may have special educational needs we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against age related expectations within the National Curriculum and school trackers
- Standardised screening or assessment tools.

Pupil progress and attainment may be affected by factors other than SEN for example:

- Attendance and punctuality
- Health and welfare
- Being in receipt of the Pupil Premium Grant

- Being a looked after or recently adopted child
- Being a child of a service man or woman
- Having English as a second or additional language.

All pupils at Sir John Moore Primary School are supported as and when necessary to enable them to achieve by quality first teaching or intervention support. There are a number of Annexes to this policy that provide potential support for specific SPLD's - these will obviously be modified to ensure the unique needs of each individual are met.

SEND Support

The triggers for **SEND Support** could be that, despite receiving quality first teaching, additional support, differentiation and intervention the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised programme
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

4. Sensory and/or physical

(Further information on the 4 categories above are contained in Annex A at the end of this document)

The above is a graduated response of action and intervention when a child is identified as having additional or special educational needs, but must not be regarded as steps on the way to provision of an Education, Health and Care Plan, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress. Advice

and support may be requested from the Educational Psychology Service and a Consultation Request will be made.

Following consultation, advice would be taken as to future and further action.

Education, Health and Care Plans

EHC Plans should be issued when the local authority considers the special educational needs of the child or young person cannot be reasonably provided from within the resources normally available to mainstream, early years provision, school.

At Sir John Moore Primary School if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then we would make a request to the LEA for an assessment and support.

SEND Support Plan

An SEND SUPPORT PLAN should be used to plan the interventions for individual pupils identified as needing additional support (**SEND Support**)

It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets.

A SEND SUPPORT PLAN should focus on up to three or four key individual targets and should include information about:

- the short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when SEND SUPPORT PLAN is reviewed)

Group Education Plan

When pupils in the same group, class or subject lesson have common targets and hence, common strategies a group learning plan can be drawn up rather than producing SEND SUPPORT PLANS for each child.

Monitoring and Reviewing SEND SUPPORT PLANS

SEND SUPPORT PLANS should be continually kept under review. However the success of all SEND SUPPORT PLANS will be evaluated three times a year. Parents will be invited to a meeting with the class teacher to review progress.

Interventions described will encompass an array of strategies and embody the following principles:

- provision for a child with special educational needs should match the nature of their needs
- There should be regular recording of a child's special educational needs, the action taken and the outcomes.

Record Keeping and Assessment

The school maintains a SEND register which contains details of all children identified as having special needs. Copies of all documents are kept in a secure file by the SENCO. Records are stored and kept in accordance with our information policies.

Medical Information

A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

Planning the Curriculum

It is vital that children with special needs do not have a narrow curriculum, particularly with the demands of the National Curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children.

The "small steps" Approach

It is very important to realise that many children have complex, inter-connected needs and they should not be categorised or labelled. Sir John Moore Primary School will endeavour to build on what a child already knows in a 'small steps' approach. It is more valuable to think in terms of individual differences and achievements rather than deficits from within children. We must be aware that children's needs and difficulties can be linked to a mismatch between task demands, levels of concentration and the child's ability/disability.

The main aim is always to give children access to all aspects of the curriculum, with priorities which are

Real - relating to the child's needs

Relevant - so that the child sees the purpose of the activity

Realistic - so that the child can achieve success

This means – differentiation of work by:-

Using a multi-level approach in the classroom with tasks matched to the individual needs of the children.

- Breaking difficult tasks down into more manageable parts, across the curriculum.
- More attention to the child's point of entry.
- More variety between practical and written tasks.
- Making use of computers, concept keyboards and cassettes.
- Building on a child's strengths and interests, rather than dwelling on his weaknesses.
- Modifying of worksheets and activities when necessary.
- Being aware of the differing concentration levels of children within the class.
- Praising and enhancing self-esteem.
- The setting of achievable targets.
- Effective use of additional staff, parents and other children.

Classroom Organisation

It is important to ensure that this facilitates learning for all children, but particularly for those with special educational needs.

- At Sir John Moore Primary School, we group pupils in a number ways by ability, mixed, targeted or individual. The teacher is responsible at all times for the learning of every pupil, usually supported by a teaching assistant.
- Children with special needs should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning and classroom environment. It may mean that the class teacher needs to re-assess the physical class room organisation depending on size and make-up of the class.

Managing Children

Behavioural difficulties are usually complex. Poor work attitudes and under-achievement, poor concentration levels, mismatch of work to child, personal and home problems, lack of appropriate resources, movement around the room/school, unstructured days, constant change are some of the factors that need to be addressed. Poor behaviour on its own is not a special educational need, however behavioural plans can be put in place to help the child cope in certain situations better.

Access and Integration

Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All will have access to all National Curriculum subjects at the appropriate stage and programme of study. All children within Sir John Moore Primary School are encouraged to be involved in the wider aspects of school life where individual skills and prowess can boost self-esteem and gain respect from peers.

Building adaptations/special facilities

Sir John Moore Primary School is built on several levels with one access point for wheelchair users. The school has a wide disabled toilet for pupil/adult use. For more information see the access plan.

Partnership with Pupils

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their SEND SUPPORT PLAN's, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

Partnership with Parents (all those with parental responsibility)

“Parents hold key information and have a critical role to play in their children’s education. They have unique strengths, knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them.”

(Special Educational Needs Code of Practice January 2002 p.16)

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However, all staff should be aware of the pressures a parent may be under because of the child’s needs.

To make communications effective professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the children’s strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.
- Ensure that all interventions are monitored with regular reviews and continued/removed according to the need of each individual child.

We aim to inform parents as soon as a child is “flagged” as a cause for concern, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

“A local education authority must arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs.”

(Education Act 1996 Section 332A)

SENCO/Head, class teachers and SEN support talk both informally/formally to parents in school, may write, telephone or home visit if appropriate.

Parents also have a responsibility to communicate effectively with professionals to support their children’s education. They should:

- communicate regularly with their child’s school and alert them to any concerns they have about their child’s learning or provision
- fulfil their obligations under home-school agreements which set out expectations of both sides.
- Inform the school of any relevant changes to the status and needs of their child that impacts upon SEN provision.

We will ensure that parents are fully involved in any discussions.

Partnership with Other Schools

The school liaises with all local feeder High Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Planning for transition for some pupils may start as early as Year 5 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENCO visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day ‘sampling’ life in their new school. The Year 6 teacher and/or the SENCO discuss each child plus relevant information is passed on. Occasionally, a child may need to visit more often in order to prepare more fully. All records – assessments, records of achievement and SEN records/SEND SUPPORT PLAN’s are passed on.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENCO as a person to contact if further information is needed.

Complaints Procedure

Parents/carers are asked to speak to the class teacher, SENCO or the Head teacher in the first instance. If the matter is not resolved then parents should follow the SJM Complaint policy (complaints procedure available on SJM website or from school office).

Review

As per footnote, this policy will be reviewed annually as per the dates below or on a significant change of policy/legislation.

Annexes:

Annex A: Roles and responsibilities

Annex B: Entry and Exit criteria

Guides:

The following SJM SEN Guides have been developed as internal information guides for Staff/Governors as starting points for working with pupils with SPLD's. The list is not exhaustive and is kept under termly review.

- SJM SEN Guide A: Dyslexia
- SJM SEN Guide B: Dyscalculia
- SJM SEN Guide C: Dyspraxia
- SJM SEN Guide D: Dysgraphia
- SJM SEN Guide E: Autism Spectrum Disorder (ASD)

Annex A -Roles and Responsibilities

Special Educational Needs Co-ordinator (SENCO)

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
- Attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- Work closely with the nominated Special Educational Needs Governor, Toby Bird.
- Monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

The Head teacher

The Head teacher is the designated teacher for child protection, (along with SLT team (including SENCO) and school secretary), the line manager for teachers and teaching assistants and the teacher responsible for looked after children.

The Governors

The Governing Body has important statutory duties towards pupils with Special Needs as outlined below:-

6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement. (Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, 2015, DfE's Website

The SEND nominated Governor

The SEND nominated Governor meets regularly with the SENCO to discuss SEND issues, to set strategic targets, and to review progress. In addition, they may also observe SEN related meetings both between school staff and SENCO parent's reviews. The governor responsible for SEN together with the SENCO/Head reports back to the governing body and parents on the effectiveness of the policy and application of it in SJM.

Governor/Staff Training

We will continue to develop staff/governors expertise by making full use of courses provided by the Education Authority, National conferences and other agencies or INSET drawing on staff specialisation. The needs are identified by the individual, the SENCO and through the School

Improvement Plan. The school's Performance Management system will assist in highlighting training needs as will the CPD Coordinator.

Annex B - Entry/Exit

Annex B Entry and Exit Criteria

Area of Need	Entry Criteria	Exit Criteria	Possible interventions	QFT should include	Monitoring category
Cognition and Learning	<ul style="list-style-type: none"> • Diagnosis of dyslexia • Significant working memory difficulties (standardised score of 84 or less) • Receiving an intervention currently or within last 6 months 	Hasn't had an intervention for 6 months and needs should be met through QFT	<p>Nessy</p> <p>Reading for meaning</p> <p>Inference skill training</p> <p>IDL</p> <p>Memory training</p>	<p>Word banks and glossaries</p> <p>Overlays (where appropriate)</p> <p>Use of pale coloured paper</p> <p>Overlearning – through starters</p> <p>Strategies in ILP being followed</p> <p>Pre teach</p>	<p>Diagnosis of dyslexia</p> <p>Significant working memory difficulties (standardised score of 84 or less)</p>
Communication and Interaction	<ul style="list-style-type: none"> • Diagnosis of ASD • Diagnosed S+L difficulty • Expressive or receptive language disorder • Getting an intervention currently or within the last 6 months 	Hasn't had an intervention for 6 months and needs should be met through QFT	<p>Social skills groups</p> <p>Vocabulary Enrichment Programme</p> <p>Narrative Intervention Programme</p> <p>Lego Therapy</p> <p>ASD Awareness</p> <p>ASD support sessions</p> <p>SaLT led interventions</p> <p>Use of social stories and comic strip stories</p>	<p>Breaking tasks down</p> <p>Clear and explicit success criteria</p> <p>Unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</p> <p>Use of checklists</p> <p>Students using visual prompts and being encouraged in this by staff</p> <p>Use of visuals</p> <p>Care over use of abstract language</p> <p>Strategies in ILP being followed</p>	<p>Diagnosis of ASD</p> <p>Diagnosed S+L difficulty</p> <p>Expressive or receptive language disorder</p>
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Diagnosis of ADHD • Diagnosis of ODD • Diagnosis of other significant mental health disorder 	Hasn't had an intervention for 6 months and needs should be met through QFT	<p>Anger management</p> <p>Emotional Regulation group</p> <p>Active CAMHS involvement</p>	<p>Careful consideration of seating plan</p> <p>Consideration given to groupings</p> <p>Clear boundaries, rewards and sanctions</p>	<p>Diagnosis of ADHD</p> <p>Diagnosis of ODD</p> <p>Diagnosis of other significant mental health disorder</p>

	<ul style="list-style-type: none"> Getting an intervention currently or within last 6 months 			Positive behaviour management strategies	
Physical and Sensory	<p>Diagnosed visual impairment Diagnosed hearing impairment Physical disability</p>	Hasn't had an intervention for 6 months and needs should be met through QFT	<p>Touch typing Handwriting support Specialist equipment Monitoring and intervention from Sensory service</p>	<p>Consideration given to seating plan Use of specialist equipment where appropriate</p>	<p>Diagnosed visual impairment Diagnosed hearing impairment Physical disability</p>