



Holme St Cuthbert

SEN

Policy

September 2018

Introduction

Holme St Cuthbert School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have Special Educational Needs (SEN) throughout, or at any time during their school career. The Draft Code of Practice for Special Educational Needs: 0-25 Years defines a child as having SEN if 'they have a learning difficulty or disability which calls for special educational provision to be made for them.' (pg9) This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the student.

Teachers take into account in their planning a student's Special Educational Needs and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

1. Aims and Objectives

1.1 The aims and objectives of this policy are:

1.2

- To identify students with special educational needs as early as possible
- To create an environment that meets with the needs of each student through a graduated response
- To ensure all students have equal access to a broad, balanced and differentiated curriculum
- To encourage students to develop confidence and self esteem and to recognise the value of their own contributions to their learning
- To encourage students to be fully involved in their learning
- To make clear the expectations of all partners in the process and provision of Special Education Needs
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEN.

2. Roles and Responsibilities

2.1 In Holme St Cuthbert School, provision for students with Special Educational Needs is the responsibility of all members of staff. The Special Educational Needs Code of Practice: for 0-25 Years states that schools must 'use their best endeavours to ensure that the necessary provision is made for any individual who has SEN'

‘ Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff’ (Draft Code pg 71)

2.2 Mrs Sarah Gale is the Special Educational Needs Coordinator (SENCo). In accordance with the stipulations outlined in the Draft code of SEN Practice 2013 she is a qualified teacher and has achieved the National Award in Special Educational Needs Coordination. The main duties of the SENCo are:

2.3

- **Overseeing the day to day operation of the school’s SEN policy**
- **Coordinating provision for children with SEN**
- **Liaising with the relevant designated teacher where a looked after pupil has SEN**
- **Advising on a graduated approach to providing SEN support**
- **Advising on the deployment of the schools resources to meet pupil’s needs effectively**
- **Supporting Class Teachers in liasing with parents of children with SEN where required.**
- **Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies**
- **Being a key point of contact with external agencies, especially the LA and LA support services.**
- **Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.**
- **Working with the Head Teacher and school governors that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.**
- **Ensuring that the school keeps the records of all children with SEN up to date.**

(Draft Special Educational Needs (SEN) Code of Practice : for 0-25 Years October 2013)

2.4 The Governing Body should:

- **Ensure that the necessary provision is made for any pupil who has special educational needs.**
- **Ensure that where the ‘responsible person’ – the Head Teacher or the appropriate governor has been informed by the LA that a pupil has Special Educational Needs, those needs are made known to all who are likely to teach them.**
- **Ensure that the teachers in the school are aware of the importance of identifying, and providing for those pupils who have SEN**
- **Consult the LA and governing bodies of other schools, when it seems necessary or desirable in the interests of coordinated special educational provision in the area as a whole.**

- Ensure that a pupil with Special Educational needs joins in the activities of the school together with pupils who do not have SEN so far as it is reasonably practical and compatible with the child receiving the SEN provision their learning needs call for and the efficient education of pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the School's policy for pupils with Special Educational Needs.
- Have regard to Draft Special Educational Needs SEN Code of Practice : 0-25 Years October 2013 and The Children and Families Bill 2010 when carrying out all its duties towards all pupils with SEN.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- The SEN governor is Helen Thompson.

2.5 The governing body has agreed with the LA admissions criteria which do not discriminate against students with SEN. The admissions policy has due regard for the guidance in para 1.33 of the code of practice

3. Educational Inclusion

3.1 At Holme St Cuthbert School we respect the fact that students

- Have different educational and emotional needs and aspirations
- Require different strategies for learning
- Learn at different rates
- Require a range of different teaching strategies and experiences.

3.2 Teachers respond to student needs through High Quality Teaching. This can include:

- Giving consideration to needs of individuals in lesson planning, organisation and delivery of content.
- Providing support in all curriculum areas, including provision of Intervention programmes / sessions.
- Planning to develop student understanding through the use of all senses and experiences. a wide range of teaching and learning activities including multisensory learning and experiences
- Planning for students full participation in learning, and in physical and practical activities.
- Supporting students in their emotional well being and planning for students to manage their behaviour, enabling them to participate effectively and safely in learning.

3.3 This policy ensures that teaching arrangements are fully inclusive. The majority of students will have their needs met through normal classroom arrangements High Quality Teaching in the classroom and appropriate differentiation which may include

short-term support withdrawal from whole class for intervention / specific learning purposes.

3.4 Response to students needs will be graduated and tailored to meet the needs of individuals. Where children fail to make sufficient progress or attainment following tailored classroom support and short term intervention, an Individual Pupil Plan will be drawn up and children will be supported in meeting small, individual targets to support their learning. This is intended to enhance and support learning and not to replace high quality Teaching and Learning in the classroom environment.

4. Specialist Provision

Reading Intervention

Mrs Elizabeth Gilroy is Reading Intervention Qualified

Maths Recovery

Mrs Sarah Gale is Maths Recovery Qualified.

Autistic Spectrum Disorder

Miss Nicola Hodsgon, Mrs Sarah Gale and Mrs Fiona Houghton have attended Autism Level 2 training.

Dyslexia and Dyscalculia

Mrs Sarah Gale has attended training from British Dyslexia Association.

5. Identification and assessment

5.1 The SENCo will work with all staff to ensure all students who may need additional or differentiated support are identified as early as possible.

5.2 Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment and through termly Pupil Review meetings involving all staff. Children with SEN may be identified at any stage of this process during their school life.

5.3 In the Foundation Stage and Years 1 and 2 the assessments used are:

- Baseline PIPS scores at the start and end of the Foundation Stage year
- The Foundation Stage Profiles
- the P scales, using the Lancashire PIVATS programme for both learning and behaviour.
- Half termly assessments of progress
- Phonics Screening – Year 1
- annual Teacher Assessment sheets for both core and foundation subjects

- the end of Key Stage 1 SATs tests

5.4 In Key Stage 2 the assessments that are / may be used are:

- ongoing profiles of progress towards objectives in all curriculum areas
 - the P scales, using the Lancashire PIVATS programme, for children working outside the national expectations for their age group
 - Half termly assessments of progress including Rising Star tests in Years 3, 4 and 5 in English and Maths
 - the Salford Reading Test
 - Lucid LASS literacy assessments
 - Accelerated Reader tests
 - Schonell Single Word Spelling at the start and end of each school year.
 - annual Teacher Assessment sheets for both core and foundation subjects.
- the end of Key Stage 2 SATs tests

Results and / or information from Lucid LASS assessments may be used for further diagnostic purposes.

5a A Graduated Response

5.1 The attainment and progress made by all students at Holme St Cuthbert is regularly monitored and reviewed.

5.2 Holme St Cuthbert have adopted a 'Graduated Response' approach to supporting all children, recognising that we may need to respond to children who may need of some short term support in learning at different times throughout their school career.

5.3 The school does not identify children as having SEN unless we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated approach.

5.4 Support provided will be increased or decreased at any time in response to ongoing review of needs.

5.5 Identified Concerns

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. Students who are identified as not making adequate progress or who are significantly below age related expectations may be in need of some support to

'catch up'. At this stage some short term interventions may be put into place as part of normal classroom practice. The SENCo will be informed and the classroom support will be recorded on a 'provision map'. The class teacher will invite parents / carers into school to discuss the nature of the concern and to ask for their support in resolving the problem.

Ongoing concerns may be addressed with specifically designed classroom based interventions with a short term outcome.

5.6 Additional SEN Support

Following a period of close monitoring, if it is felt that a student is still not making adequate progress, they may be identified as having Special Educational Needs. Additional Support is provided through a single category of Additional SEN Support. This will be monitored and reviewed regularly through an individual Pupil Plan (IPP) Parents will be invited into school to discuss the additional / different provision being made for their child and to be involved in the setting of small, focused learning targets.

The SENCo and / or Class Teacher will consult with parents, students, carers and support staff about the IPP to ensure all parties are aware of the learning targets and their contribution to its implementation. All IPPs will be reviewed once per term by the SENCo and / or class teacher. All reviews will be recorded. Parents and students will be invited to take part in the target setting and review process.

5.3c) Students who are making progress but whose needs are nevertheless need additional provision may also be identified as having SEN. Teachers may also identify students whom, although they do not currently fit into these criteria, they may have a cause for concern.

5.7 Additional SEN Support – Referral for Advice

If we have evidence that a student is making insufficient progress despite the support given within school through Additional SEN Support, the SENCo, Class Teacher and / or may complete an Early Help Assessment and may seek further advice from Local Authority Special Educational Needs and Disability team (SEND). This service consists of a team of professionals including; Educational Psychologists, Specialist Advisory Teachers and Speech and Language Therapists. The Headteacher and / or SENCo will keep parents fully involved and informed of this process.

The range of support accessed may be similar to that already in place, but may be necessarily more intensive, with targets and timescales reflecting specialist advice.

5.8 Education and Health Care Plans

5.8 At Holme St Cuthbert School we employ Senior Teaching Assistants whose duties will include supporting students with Special Educational Needs. Students may be supported within the classroom, as part of a withdrawal group or individually to work on specific / individual targets as deemed appropriate by the class teacher

in consultation with the SENCo and in line with efficient use of resources. The wishes of the student will also be taken into account.

5.9 Education and Health Care Plans are drawn up to include contributions from school staff, parents, pupils and Local Authority advisors. These outline the provision to be made and will be reviewed annually. IEPs will remain in place to address targets in smaller steps with timely outcomes.

Holme St Cuthbert School will liaise with the receiving school when a student with SEN is due to transfer, and will forward to them as early as possible all relevant information to enable an effective transfer.

Gifted and talented students will also be identified as having particular needs. The school has a separate policy for Gifted and Talented Pupils.

6. Allocation of Resources

6.1 The Headteacher is responsible for the operational management of the specified and agreed resourcing for SEN provision within the school, including the provision for students with Education and Health Care Plans.

6.2 The Headteacher informs the Governing Body of how the funding allocated to support Special Educational Needs has been employed.

6.3 The effectiveness of the resources for SEN will be monitored as part of the ongoing process of Self Evaluation in school.

6.4 Non Statutory funding is used to provide Teaching Assistants to work throughout the school with children who have SEN and are deployed as directed by the Headteacher, in consultation with the staff and SENCo.

7. Access to the Curriculum

7.1 All students have an entitlement to a broad and balanced curriculum which is differentiated to enable students to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

7.2 Teachers use a range of strategies to meet students' Special Educational Needs. Lessons have clear learning objectives; work is differentiated and assessment is used to inform the next stage of learning.

7.3 IPPs contain a small number of specific targets, ideally 2 or 3, designed to enable the student to progress. All students in the category of 'Additional SEN Support' are named on the SEN Register and have an IPP.

7.4 Students are supported in the classroom for the most part; this reflects the school's acknowledgement that all students have an entitlement to the same learning experiences as their peers. There are times, however, when to maximise learning, the students are required to work in small groups or in a 1 to 1 situation outside the classroom.

7.5 All staff meet Termly to contribute to Whole Pupil Review meetings as part of progress monitoring.

8. Complaints Procedures.

8.1 The schools complaints procedures are set out as a separate policy.

8.2 The Headteacher will provide more information about this upon request.

9. Staffing and Partnership

9.1 Staff training related to SEN is reviewed regularly, and meets where possible any needs thus identified in conjunction with school priorities. Support is given to NQTs and new members of staff by the SENCo as part of their induction.

9.2 The SENCo, in consultation with the Headteacher will provide training through the INSET programme to ensure all staff are fully informed of relevant SEN issues and procedures within school. Such training may include staff from the other consortium schools.

10. Partnership with Parents.

10.1 Class Teachers work closely with parents throughout their child's education. Parents should in the first instance contact the Class Teacher in case of any concern or difficulty. At all stages of the SEN process the school keeps parents fully informed and involved. We take account of the wishes feelings and knowledge of the parents and encourage them to make an active contribution to their child's education. Parents are expected to attend IPP and statement review meetings.

11. Links with Other Schools

11.1 The SENCo liaises with the SENCo of the receiving Secondary School to ensure the effective arrangements are in place to support students with Education and Health Care Plans at the time of transfer. This will take place from the Spring Term Y6.

11.2 The catchment area Secondary School provides extra induction activities for pupils with an Education and Health Care Plan, and any such pupils are encouraged to participate.

11.3 When student move to another school their records are transferred on request from the receiving school.

11.4 The SENCo works to establish an effective group across the consortium as an opportunity to share expertise, best practice and advice on a regular basis.

12. Links with Other Agencies.

12.1 The school works closely with the Local Authority support teams when identifying, assessing and making provision for students with SEN.

12.2 The school will liaise with Health and Social Services and voluntary organisations as necessary.

13. Success Criteria

13.1 The success of this policy is judged against the aims set out above. The policy is reviewed annually and the Governing Body's Annual Report will comment on its implementation.

13.2 Appropriateness of objectives on IPPs which will be updated termly.