



# Special Educational Needs Policy

Updated February 2018

*This Policy will be reviewed by the Curriculum Committee every 3 years or, in the event of a change in legislation, earlier.*

## School Arrangements

### DEFINITION AND AIMS

#### Definition

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this.

A child has Special Educational Needs (SEN) if he or she has 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 she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

#### Aims

We at St. Michael's C of E Aided Primary School believe that each child has individual and unique needs. However, some children require more support than others. If these children are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of children will have SEN at some time in their school career. Some of them may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. We aim to provide all children with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every child to experience success
- to promote individual confidence and a positive attitude
- to ensure that all children, whatever their SEN, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give children with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review children's progress and needs
- to involve parents/carers in planning and supporting at all stages of their child's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service

### ROLES AND RESPONSIBILITIES

Provision for children with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for children with SEN in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an

individual's SEN, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body** in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for children with SEN - it maintains a general overview and has appointed a representative (the SEN governor, Anne Pearsall) who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any child with SEN
- all staff are aware of the need to identify and provide for children with SEN
- children with SEN join in school activities alongside other children, so far as is reasonably practical and compatible with their needs and the efficient education of other children
- they report to parents on the implementation of the school's SEN policy through the Annual SEN report which is written by the SENCo and published on the school website they have regard to the requirements of the SEND Code of Practice: 0 to 25 years which came into force on 1<sup>st</sup> September 2014
- parents are notified if the school decides to make SEN provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for children with SEN.

Governors play a major part in school self-review. In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development
- SEN provision is an integral part of the School Development Plan where appropriate
- the quality of SEN provision is regularly monitored

The **head teacher** (Rosalind Owen) has responsibility for:

- the management of all aspects of the school's work, including provision for children with SEN
- keeping the governing body informed about SEN issues
- working closely with the SEN co-ordinator
- the deployment of all SEN personnel within the school
- overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as a whole.

The **SEN co-ordinator** (SENCo – Emma Billingham) is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for children with SEN
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify children with SEN
- carrying out, or facilitating, detailed assessments and observations of children with specific learning problems where appropriate
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs) where appropriate, setting targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of children with SEN where this is useful, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with early years providers, other schools, outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and SEN records

- assisting in the monitoring and evaluation of progress of children with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc
- contributing to the in-service training of staff
- managing TAs
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Writing the Annual Governors' SEN Report

**Class teachers** are responsible and accountable for:

- The progress and development of all children with SEN in their class, and for providing high quality teaching, an appropriately differentiated curriculum and arranging for appropriate interventions. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting children with SEN
- implementing any advice from external professionals
- giving feedback to parents of children with SEN
- producing and reviewing IEPs where appropriate
- producing an up to date Provision Map

**Teaching Assistants** work as part of a team with the SENCO and the teachers, supporting children's individual needs, and helping with inclusion of children with SEN within the class. They play an important role in implementing IEPs and monitoring progress. They will contribute to review meetings, often through prior communication with the teacher, and help children with SEN to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for children with SEN
- use the school's procedures for giving feedback to teachers about children's responses to tasks and strategies.
- have access to relevant IEPs/ targets

**Lunchtime supervisors** are given any necessary information relating to the supervision of children at lunchtime. They may meet the SENCO in relation to behaviour management and other issues for particular children.

## **CO-ORDINATING AND MANAGING PROVISION**

At St. Michael's C of E Aided Primary School:

- sharing of expertise is welcomed and encouraged
- at every staff meeting there is an opportunity to raise the profile of individual children who may need additional support for a range of reasons
- SEN is a part of the school development plan where appropriate
- the SENCO/other senior members of staff meet formally with TAs each term to support their role in the SEN team
- the SENCO ensures that regular meetings are held, normally once every term to review IEPs and provision, and that parents are invited

- there is daily informal contact between all staff to monitor individual children and to discuss concerns
- children are involved as far as practicable in discussions about their targets and provision
- the SENCo oversees provision for SEN children which is informed by Provision Mapping
- children with Education, Health and Care Plans (and their parents) have an annual review with the SENCo
- the SENCo ensures that the following information is easily accessible to staff:
  - the school's SEN policy
  - the SEN register
  - the school's internal arrangements for SEN, including a clear description of the responsibilities of all staff
  - a class SEN file giving the names of all children in the class on the SEN register, and copies of the child's IEPs, moderation descriptors and other relevant information.

## **ADMISSION ARRANGEMENTS**

St. Michael's C of E Aided Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All children are welcome, including those with SEN, in accordance with the LA and school's admissions policy. If a parent wishes to have mainstream provision for a child with a statement or Education Health and Care Plan, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **SPECIALISMS AND SPECIAL FACILITIES**

At St. Michael's CE Aided Primary School:

- all teaching staff are qualified teachers who are able to teach children with SEN. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual child.
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the SEN/medical room and in each classroom
- all staff are kept well informed about the strategies needed to manage children's needs effectively, and we try to ensure that other children understand and respond with sensitivity
- child support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of a range of external agencies if it is required
- the school has been adapted to provide access for wheelchairs to toilet and washing areas

## **Identification, Assessment and Provision**

### **ALLOCATION OF RESOURCES**

St Michael's CE Aided Primary School receives funding for children with SEN in three main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENCo
- the notional SEN budget (element 2 funding) that funds the additional support required
- specific funds may be allocated to children with Education, Health and Care plans

St. Michael's C of E Aided Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of children with SEN. St. Michael's provides

additional support up to the nationally prescribed threshold per child per year. Where the cost of special educational provision required to meet the needs of an individual child exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

## **IDENTIFICATION, ASSESSMENT AND REVIEW**

The progress of children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN. All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the head teacher and SENCo consider all the information gathered from within the school about the child's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, class teachers or appropriately trained support staff, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the children and their parents. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for SEN as set out in the Code of Practice (DfE 2015). The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping where appropriate. A register of children with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A child's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENCo and the class teacher, together with specialists, and involving the children and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held each old term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, discuss their aspirations for the child.

## **Provision**

Provision for children with SEN is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is tracked through Provision Mapping.

## Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual children may well have needs which span two or more areas. For example, a child with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs Autistic Spectrum Disorder including Aspergers and Autism
- Cognition and Learning: Learning difficulties, Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties: Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attachment disorder
- Sensory and/or physical: Hearing Impairment, visual impairment, physical disability, multi-sensory impairment

## Supporting children with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting children at school with medical conditions (DfE, 2014). See the Medical Needs policy.

## CURRICULUM ACCESS AND INCLUSION

Children are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the children, to ensure access at all levels.

Any children with particular needs are included as fully as possible in the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a child sensitively, to work individually with a TA or the SENCo in order to acquire, reinforce or extend skills more effectively. For some children, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for children with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

## EVALUATING SUCCESS

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the head teacher, SENCo and subject co-ordinators
- analysis of child progress tracking data and test results and teacher assessment:
  - for individual children
  - for cohorts
- regular monitoring of procedures and practice by the SEN governor
- school self-evaluation
- Annual SEN Governors' report which contains information about the implementation and success of the SEN Policy and practice in the school
- frequent meetings of parents and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success.

## **ARRANGEMENTS FOR COMPLAINTS**

Should children or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the headteacher and/or SENCo. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents should follow the procedure outlined in the school's Complaints Policy. Oxfordshire's SEN and Disability Information, Advice and Support Service (SENDIASS) also provides impartial support for parents.

## **Partnership Within and Beyond the School**

### **PARTNERSHIP WITH PARENTS**

The staff at St. Michael's C of E Aided Primary School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year in the autumn and spring terms, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English.

SENDIASS provides independent support and advice for parents of children with SEN. More information is available at: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendias-oxfordshire>

### **THE VOICE OF THE CHILD**

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during the school years.

In St. Michael's, we encourage children to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to TAs and teachers about their learning
- a variety of class and individual reward systems

## **LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school and childcare are able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the head teacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use. The SENCo holds contact details and request forms for other agencies and support services.

## **LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS**

### **Transfer to Secondary School**

- SEN records are transferred following secondary schools' requirements
- there are opportunities for all children to visit their prospective secondary school
- children with SEN are given additional visits, if required, so that they will become more confident in their new setting
- representatives from local secondary schools are available for consultation before the time for transfer
- For children with Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision
- the SENCo of the receiving school, where possible, attends the final annual review of Year 6 children with Education, Health and Care Plans for whom the particular school has been named

### **Transfer within the school**

- teachers liaise closely when children transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the child's progress

### **Children new to the school**

- there are close links between the school and New Marston Pre-School ; the pre-school leader meets teaching staff to discuss children with SEN who are transferring to St Michael's when they are about to start school
- for children from other pre-school settings, the SENCo and the Foundation Stage Leader liaise with the child's pre-school setting and set up appropriate transition arrangements

## **STAFF DEVELOPMENT AND APPRAISAL**

- the school is committed to gain expertise in area of SEN
- there are training sessions for TAs
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENCo and other staff attend County meetings and INSET when relevant
- newly appointed teaching and support staff meet the SENCo/ Headteacher to discuss SEN procedures in the school.