



Special Educational Needs and Disability Policy

July 2017

The Special Educational Needs Co-ordinator (SENCO) for St Mary & All Saints School is Mrs Mumtaz Bano, who is a member of the Senior Leadership Team. The Assistant to the SENCO is Mrs Tracy Cooke. They can be contacted either in person, by telephoning the school (0118 9015545) or via email: senco@st-maryallsaints.reading.sch.uk and/or tcooke@st-maryallsaints.reading.sch.uk

The named governors with responsibility for SEND are Rosie Hughes and Dr Harvey Smith.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 - 25 (January 2015) and has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0 - 25 (January 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The Early Years Foundation Stage Curriculum
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Teacher Standards 2012

Introduction

St Mary and All Saints CE Primary School is committed to providing a broad, balanced and inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities.

"A pupil has SEN where their **learning difficulty** or **disability** calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."
(SEND Code of Practice, January 2015, p. 94)

A child has a **learning difficulty** or **disability** if he or she:

- 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 facilities of a kind generally provided for others of the same age in mainstream schools

Not all pupils with disabilities have special educational needs (SEN) and not all pupils with special educational needs meet the definition of disability but this policy covers all of these pupils. Every teacher is a teacher of every child, including those with special educational needs or disabilities (SEND). The school will assess each child as required, and make the appropriate provision, based on their identified needs.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims

At St Mary and All Saints Primary school, we aim to offer excellence and choice to all our children, whatever their ability or needs. Every child is a unique and valued member of our school community. We have high expectations of all our children and want each individual to achieve their potential.

We aim to provide an environment where all pupils feel safe and can develop the emotional resilience they need to become successful, independent learners. We aim to remove barriers to learning, raise aspirations and improve progress and outcomes for all.

Objectives

The objectives of this policy are:

- To identify pupils with special educational needs, disabilities and additional needs and ensure their needs are met.
- To work within the guidance provided within the SEND Code of Practice 2015.
- To provide a systematic, staged approach to SEND identification, referral and provision (The Graduated Approach - Assess, Plan, Do, Review).
- To support pupil achievement and progress with identified small steps of learning.

- To record, monitor, review and evaluate pupil progress, ensuring that all learners make the best possible progress.
- To ensure parents are informed of their child's special needs and that there is effective, regular communication between parents and school.
- To ensure that learners and their parents express their views and are involved in decisions which affect their education, where appropriate.
- To promote effective partnerships and involve outside agencies when appropriate.
- To provide equality of access to information, the curriculum and extra- curricular activities.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy.

Identifying Special Educational Needs

We believe that early identification of special educational needs is of vital importance, in order to ensure children make the best possible progress.

There are four broad areas of need described in the SEND Code of Practice. These are:

- Cognition and Learning (C & L)
- Communication and Interaction (C & I)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical needs (SPN)

Children may have difficulties in one or more of these areas.

However, when considering a child's needs, we recognise that there may be additional factors that can have an impact on a child's progress, e.g.

- Disability
- Attendance and Punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

A Graduated Approach to SEN Support

The progress of all children is monitored regularly and discussed at Pupil Progress Meetings, which are held six times a year. These meetings are used to identify children who may not be progressing satisfactorily and who may have additional needs. The needs of the whole child are considered, not just special educational needs.

The school is committed to early identification of SEN and adopts a graduated approach to meeting SEND in line with the SEND Code of Practice. This follows the cycle of Assess - Plan - Do - Review.

Depending on a child's individual needs, they will access different waves of provision. This is recorded on a provision map, which is updated termly by the class teacher and SENCO.

Wave 1 provision

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers differentiate to ensure that children are able to participate fully in the curriculum.

High quality teaching, differentiated for individual pupils is the first step in responding to children who have or may have SEN. This will meet the needs of the majority of the class.

Wave 2 provision

A smaller group are identified as receiving Wave 2 provision, where their needs are met through small group teaching and/or short-term 1:1 interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information.

If children have received the additional support described above and are still not making progress, they will be identified as needing SEN Support and put on the SEND register. This will be done in consultation with parents. The SENCO will carry out observations and/or informal assessments to get a clearer picture of the child's needs.

Wave 3 provision

Children who require more frequent or intensive individual support are identified as receiving Wave 3 provision and may have an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child, and the teaching strategies to be used. The IEP will normally be reviewed once a term.

If a child received Wave 3 support, but continued to demonstrate significant cause for concern, a consultation with the Educational Psychologist and/or Speech and Language Therapist may be appropriate with parental permission.

Where appropriate, and with parental agreement, the SENCO will apply for short-term additional funding, via the SEN Cluster meetings.

In exceptional cases, where it is felt the child requires support beyond that which the school can provide, a request for an Education, Health and Care Needs assessment will be made to the Local Authority. This panel will decide whether the child needs an Education, Health and Care Plan (EHCP). However, a request for a Needs Assessment will not always result in an EHCP.

Education, Health and Care Plans (EHCP)

An EHCP includes details of the learning objectives for the child. These are used to develop targets that are:

- matched to the learning objectives
- established through consultation with parents and the child
- short-term
- set out in an individual learning plan
- implemented in the classroom
- delivered by the teacher or TA, as specified in the plan

EHCP's must be reviewed annually. The SENCO is responsible for organising and facilitating the Annual Review meeting. They will invite:

- The child's parent/s
- The child

- The class teacher
- TA who works with the child (as appropriate)
- Any professionals currently working with the child
- Anyone else the SENCO/parents feel it is appropriate to invite, e.g. a representative of Reading Borough Council's SEN Team,

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage transition reviews (e.g. for Year 6 pupils), receiving schools are invited to attend in order to plan appropriately for the new school year. This also gives parents the opportunity to liaise with teachers from the receiving school.

As set out in the SEND Code of Practice, the SENCO will complete the annual review form within two weeks of the review meeting and send it, with any supporting documentation to the Local Authority. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Leaving the SEN register

A pupil may be removed from the SEN register where it is felt they have made sufficient progress towards agreed targets such that

- they no longer have a significantly greater difficulty in learning than the majority of others of the same age
- they no longer require SEN support.

This decision will be made in discussion with the SENCO, class teacher, parents. However their progress and access to the curriculum will continue to be monitored to ensure that there are no further concerns.

Partnership with parents and teachers

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs and disabilities.

We have regular meetings to discuss the progress of children with their parents. Parents are also encouraged to meet informally with class teachers if they have concerns or queries. Class teachers are required to complete an Initial Concern Form, in consultation with parents. It is important to have both parental and teacher's views on the child needs and also what strategies have already been tried. The information on this form will enable the SEN team to decide on appropriate assessments and provision.

We inform parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The SENCO regularly meets the parents of SEN children, both informally and for more formal structured conversations. The aim is to further discuss parental aspirations and concerns for their SEND child and provide relevant support.

Parents of any pupil identified with SEN may contact the Reading Information, Advice and Support Service (IASS) or the Children's Action Team for independent support and advice.

IASS: 0118 9373421
parent.partnership@reading.gov.uk

The Children's Action Team: 0118 9376570

The LA Local Offer is available on their website:
www.reading.gov.uk/servicesguide

The school's Local Offer/SEN Information Report can be found on the school website, along with the SEND Policy:

Transition arrangements

On transfer to another school, relevant paperwork on children with SEN is forwarded. The SENCO will, where possible, liaise with teacher or SENCO at the receiving school to discuss needs and provision.

Assessment arrangements

SATs tests can be ordered in large print if required. If a child requires support with reading in order to access a test (and where it is allowed) the teacher or TA reader may read questions to pupils. In exceptional circumstances, external interpreters can be arranged to translate SATs papers for children new to English.

SATs tests may be undertaken either in small groups or on a 1:1 basis with a known adult, usually the class teacher. Where a child has a diagnosed learning difficulty or disability which requires it, additional time may be allowed to complete formal tests. Any SATs concession is requested on the recommendation of external professionals e.g. Educational Psychologist. If appropriate, Year 6 teachers also carry out reading speed assessments in preparation for SATs. Any request for concession is made on the basis of the individual pupil's normal way of working, across the year, and the final decision lies with the SATs board.

Supporting pupils at school with medical conditions

The school 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.

Some may also have SEN and may have an EHC Plan which brings together health and social needs, as well as their special educational provision.

Full details of the provision for pupils with medical conditions can be found in the school's 'Supporting Pupils in school with Medical Conditions' policy.

Roles and Responsibilities within School

All Staff

All staff are responsible for provision of SEN in the school, including:

- making themselves fully aware of the school's policy and procedures for identifying, assessing and making provision for pupils with SEND and other individual needs
- providing high quality teaching that is differentiated and well-resourced e.g. with concrete and visual aids
- having high expectations for all pupils
- setting challenging targets which extend ALL pupils' learning
- tracking the progress of individual pupils
- promoting positive outcomes in the areas of personal and social development
- ensuring that approaches used are based on the best possible evidence and are having the required impact on progress
- Ongoing professional development, including an awareness of a range of Special Educational Needs, e.g. by accessing online free courses on <http://www.idponline.org.uk/>
- liaising with the SENCO for further advice

The SENCO

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND Policy
- monitoring and evaluating the impact of the SEN provision and policy
- co-ordinating provision for children with SEN and disabilities
- liaising with the relevant designated teacher where a 'looked after child' has SEN
- advising staff on the graduated approach to providing SEN support
- provide support and advice for all staff working with pupils with SEN
- organising specific assessments on children who may have SEN.

- leading SEN staff meetings, particularly with new staff
- liaising with parents of pupils with SEN, along with class teachers
- liaising with schools/settings, health and social care professionals and other outside agencies
- being a key point of contact for professionals from external agencies
- completing external agency referrals in collaboration with the designated teacher
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- keeping the Governing Body fully informed about the school's SEND work
- ensuring that the school keeps the records of all pupils with SEN up to date
- ordering, allocating and maintaining resources

The Headteacher

The Headteacher is responsible for the day-to-day management of the school's work, including provision for the children with special needs and will keep the governing body fully informed. The Headteacher is also the 'responsible person' who maintains links with the Local Authority.

The Governing Body

The Governing Body are responsible for:

- appointing a governor with responsibility for SEND; Currently, the named governors with responsibility for SEND are Rosie Hughes and Dr Harvey Smith.

- the approval of the SEND policy
- establishing the appropriate staffing and funding arrangements
- maintaining a general oversight of the school's work
- reviewing the success of special educational provision within the school.
- ensuring that the SEND information report/ Local Offer is published annually on the school's website

The 'Named LEA Officer' for St. Mary and All Saints School will liaise with parents regarding the arrangements relating to needs assessments and drawing up EHC plans.

Pupils will be given the opportunity to evaluate their own success. Children with SEN will be involved in their own target setting and reviewing those targets, where appropriate.

Training and resources

The Headteacher is responsible for the funding allocated to support special educational needs and informs the governing body of how this has been used.

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

All teachers and support staff new to the school undertake induction and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. SEND and inclusion training will be identified and provided through the current school INSET procedures. Providers will include in-house staff, the LA and professionals from other external agencies including healthcare professionals.

The SENCO regularly attends the Local Authority's SENCO Network meets in order to remain up to date with local and national updates in SEND.

Outside Agencies and Support Services

The school has links with the following agencies for the support of children with special educational needs:

- Educational Psychologist (EP)
- Behaviour Support Team (PBSS)
- Speech and Language Therapy (Berkshire NHS)
- School Nurse
- Equality Services
- Educational Welfare Service
- Berkshire Sensory Consortium
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Action Team (CAT) who provide Primary Mental Health Workers (PMHW), Family Support Workers, Prevention and Support Service (PASS)

Monitoring

The school monitors the attainment and progress of each individual child in reading, writing and maths on a half termly basis, ie. six times a year. Ongoing teacher assessments are used to identify next steps of learning and assessment judgements are regularly discussed with Team Leaders. The Senior Leadership Team monitor and track the progress of individual children, groups of children, classes and cohorts. This enables them to quickly identify any children who may need additional support or intervention.

Children at the SEN Support stage and those with an EHC Plan are tracked as separate groups.

The SENCO is involved in supporting teachers to draw up Individual Education Plans (IEPs) for children, where appropriate, and review them at least three times a year.

The SENCO monitors the movement of children within the SEN system in school and updates the SEND register at least termly.

The SENCO meets regularly with the Head teacher to discuss the impact of interventions and the progress of children on the SEN register. The SENCO provides governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO and the named governor with responsibility for SEND also hold termly meetings.

Policy Review

The SENCO reviews this policy annually and discusses any amendments with the Headteacher.

This policy should be read in conjunction with the following school documents and policies:

- Accessibility Plan
- Equality Policy
- Teaching and Learning Policy
- Absconding policy
- Intimate care policy
- Supporting Pupils at School with Medical Conditions policy
- The school's Local Offer, which can be found on our website or via the following link:

<http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=NXnUzUiK4NQ#localoffer>

The SENCO produces the SEN Local offer/Information Report, annually, which is published on our school website.

Accessibility

The school is committed to reviewing and improving accessibility for children with SEND. The current Accessibility Plan was written in June 17 and is available from the school office.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the SENCO or Head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Please see the school's Complaints Procedure, which is available from the school office.

Bullying

Our school aims to provide a safe environment where pupils, staff, parents and visitors are able to learn and work together in a positive atmosphere of mutual respect, co-operation and harmony. We will not tolerate bullying of any kind and take the following steps to mitigate the risk of bullying:

- The school will promote a caring and supportive ethos.
- The development of effective relationships will be promoted through PSHE, Collective Worship and circle time.
- All children are made aware that bullying is unacceptable and will not be tolerated.
- Pupils will know who to tell about any bullying incidents and will be reassured that they will be treated seriously.
- Reported incidents will be investigated.

The Anti-Bullying policy is available on the school website.

Storing and managing information

The school holds information on pupils in order to support their learning. The way this information is used must comply with the Data Protection Act 1998.

We will not give information about pupils to anyone outside the school without parental consent unless the law and our rules allow us to, for example when a child is at risk of harm.