

ST. THOMAS' CE PRIMARY SCHOOL

SEN POLICY

St Thomas' SEN policy has been written with regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014, which stresses inclusion in the curriculum for all young people.

We aim to create a positive learning environment, within a Christian ethos, where all children's needs and views are valued and no child is disadvantaged by race, class, gender or disability. We aim to raise achievement, share high expectations of ourselves and our pupils and involve parents in their children's education. We aim to support all staff in carrying out their roles effectively.

Objectives of SEN policy

To ensure that:

- pupils with SEN have access to a broad and balanced curriculum which caters for their individual learning needs within a framework of equal opportunities and inclusion
- pupils with special educational needs are identified as early as possible
- parents are involved, encouraged and their support is valued
- pupils with SEN are viewed positively and their views valued
- procedures involved in SEN identification, provision, monitoring and review are clear to all
- relevant and informative records which track pupils through the school are maintained and passed on
- appropriate support is provided to meet the needs of pupils with SEN

Roles and responsibilities

- The Headteacher has overall responsibility for the policy and provision of SEN within the school
- The Leader of Inclusion is the Deputy Headteacher, **Ian McDonald**
- Special Educational Needs Co-ordinator (SENCo) is **Alys Stephens**
- Class teachers are teachers of all children, including those with SEN
- Further teachers or teaching assistants may be timetabled to provide additional learning support for groups/individuals and to support the class teacher in ensuring effective planning and teaching for children with SEN

The **SENCo** is responsible for:

- liaising with the Headteacher re: meetings with parents and outside agencies
- liaising with and advising teachers
- liaising with and advising Teaching Assistants and Support Teachers
- the day to day operation of the SEN policy
- co-ordinating provision for children with special educational needs
- maintaining the school's SEN records and overseeing class based records on all pupils with special educational needs
- contributing to the in-service training of staff as appropriate
- liaising with external agencies
- maintaining SEN files
- collaborating with all staff so learning for all children is given equal priority and resources are used to maximum effect
- planning and holding annual reviews for children with statements/EHC plans

Class teachers are responsible for:

- identifying pupils with special educational needs
- liaising with the SENCo
- implementing agreed strategies with individual children
- ensuring that planning is clearly differentiated according to the children's needs
- setting realistic, attainable but suitably challenging targets
- in liaison with the SENCo, devising Individual Support Plans for pupils
- Contributing to records kept in SEN files
- meeting parents to review targets
- seeking parents' views
- eliciting pupils' views
- preparing documentation for meetings with the educational psychologist, statutory assessment and annual reviews (with the support of the SENCO as appropriate)
- attend relevant meetings to discuss individual children's progress e.g. annual reviews

Teaching Assistants

The school is responsible for the allocation of resources to children with statements/EHC plans. The school employs additional TAs to support learning from its delegated budget and may choose to supply additional support for individuals or groups of children with SEN under the guidance of the class teacher. As appropriate, they may contribute to records in the class SEN file and attend relevant meetings to discuss individual children's progress e.g. annual reviews.

Funding & Resources

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 or Education Health Care plans.

The SENCO bids for money for SEN resources as part of school improvement planning.

Supply teachers

Class teachers and teaching assistants should ensure that children with SEN are indicated to supply teachers.

Governors' statutory duty

The Governing body, in consultation with the Headteacher, is fully involved in developing and monitoring the school's policy and provision for SEN. It establishes appropriate staffing and funding arrangements and maintains an oversight of the schools' work, keeping itself up to date and knowledgeable about the school's SEN provision including funding, equipment and the deployment of resources.

The Governing body has identified Emma Mosley as the designated SEN Governor and the Governing body ensures SEN provision is an integral part of the School Improvement Plan.

Management of Special Educational Needs

Admissions & Inclusion

A child with SEN or with a Statement of SEN/EHC plan applies for a place s/he will be considered in accordance with the admissions policy and published criteria.

Identification & Provision

- Staff understand the importance of early identification of SEN and the need for appropriate support and provision. The SEN Code of Practice is an integral part of class teaching arrangements.
- Staff have access to training and support to enable them to identify, assess, teach and support pupils with SEN.
- Staff liaise with the SENCo in identifying and providing appropriate provision for children with SEN. Systems for tracking pupil achievement and attainment support this identification.
- Staff work with support teachers within the school from the borough Behaviour Intervention Team (BIT) and from other external agencies such as the Speech and Language Therapy Service, Occupational Therapy and Child and Adolescent Mental Health Services (CAMHS).
- Staff liaise with the Educational Psychology Service to identify issues, liaise with families and plan programmes and strategies for individual pupils.
- The LEA provides an Educational Psychology Service. Allocation is 2 to 3 days per term.

Identification, assessment and review of SEN

A child has special education needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if she or he:

- *has a significantly greater difficulty in learning than the majority of the children of the same age*
- *has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority*
- *is under five and falls within the definition above or would do if special education provision was not made for the child*

A child must not be regarded as having a learning difficulty solely because the language, or form of language of their home is different from the language in which he or she is or will be taught.

National curriculum progress

Class teachers have opportunities to identify needs regularly through ongoing informal and formal assessment and record keeping (see Assessment policy).

Formal opportunities which may aid the identification of SEN in core curriculum areas are:

- Baseline assessments in Reception and Nursery
- End of year assessments in Reception and Nursery
- SATs in Year 2 and Year 6
- Ongoing class reading, writing and maths assessments (Class trackers)
- Assessments carried out by other professionals including EP and Speech & Language Therapist

In the Foundation Stage, Class profiles are used to identify need and track progress.

Pupils performing below expected levels for their year group are monitored and the class teacher plans differentiated work accordingly. Pupils may be given extra support in class. If necessary, additional individual assessments may be carried out in order to identify and clarify the area of difficulty.

Pupils who appear to be underachieving despite working within the appropriate NC levels may have an emotional difficulty or specific learning difficulty (SLD). Discussion with parents, support staff and EP may be carried out as necessary.

Medical or physical needs

Concerns about health or physical needs may be raised by parents, the school nurse or the class teacher. Special arrangements or provision can then be made as appropriate in liaison with appropriate agencies.

Social and emotional needs

The needs of most pupils are met by following the whole school behaviour policy. In some cases, teachers or parents may raise concerns about a pupil's behaviour or emotional needs. Appropriate support for a child may range from very simple procedures to more complex programmes in conjunction with the Behaviour Intervention Team, the school's learning mentor or the Educational Psychologist.

The Special Educational Needs Code of Practice

The Code of Practice provides a guide for schools and LAs of the practical help they can give to children with special educational needs. It recommends that schools should identify children's needs and take action to meet those needs as early as possible, working with both parents and pupils. Children may have difficulty learning because of:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory or physical

The Code of Practice

This sets out the course of action and intervention to help children who have SEN and recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be sought to support a child with any difficulties that they may be experiencing.

Staff may identify a pupil as being a non-statutory 'record of concern' if they do not meet the criteria but are causing concerns and need to be monitored. ISPs are written for statemented pupils or those with EHC plans.

Requesting an Education Health and Care plan (EHC plan)

Occasionally, an individual pupil's needs remain so substantial that they cannot be met effectively using the resources normally available. In this case, the school, in consultation with the parents of the pupil and the school EP, may decide to an Education Health and Care plan assessment by the LA. Parents can also request an assessment of their child which will be considered by the school and the LA. Information on the assessment process and what should be included in the EHC Plan can be found in the SEND Code of Practice Chapter 9.

When the Local Authority agrees that a child should be given an EHC Plan they may be allocated a level of additional funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs. This will be monitored by the SENCO through the Annual Review meeting with the pupil and their parents/carers.

Annual Reviews for children with statements of SEN or EHC plan

The purpose of an annual review is to ensure that the parents, pupil, LA, school and all professionals involved monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement/EHC plan. An interim/early review may be called if it is recommended at a previous annual review, where a school identifies a pupil who is at serious risk of disaffection/exclusion, when a child has needs that change rapidly or as a measure to reassure parents and other professionals.

The SENCO seeks written advice from parents and professionals four to six weeks before the review. Written advice received is sent out to those attending the review two weeks before it is due to take place. Views of the child are also sought where possible.

Individual Support Plans

- ISPs are intended to raise achievement for pupils with SEN and should be seen as working documents that promote effective planning and intervention by staff and result in the achievement of specific goals for pupils with SEN

- ISPs detail provision additional to/different from that available to all pupils
- ISPs focus on targets which are extra/different than most pupils
- ISPs should be jargon free and comprehensible to all staff and parents
- ISPs should help pupils monitor their own progress

Working with Parents

Each term, copies of ISPs are sent to parents and they are invited to meet class teachers, and if appropriate the SENCO, to discuss targets. Parents are informed when their children receive additional learning support. Any meetings, whether teacher or parent initiated, should be recorded. Copies of letters must be kept and filed.

Pupil Views

These are gathered by the class teacher, support teacher or SENCO as appropriate.

Organisation of SEN records

- Current ISPs for pupils are kept in the teachers SEN file and are produced termly.
- Each pupil's SEN history is kept by the SENCO and teachers/support teachers have access to this information.
- A record of children with SEN is held within the SIMS database. A paper record of children with SEN is also kept by the SENCO.
- SEN files include ISPs, EP notes and any other relevant information about the child.

Access to the curriculum, Integration and evaluation for pupils with SEN

Pupils with SEN have access to all areas of the National Curriculum and the Foundation Stage Curriculum. Tasks are tailored to meet individual needs in the following ways:

- Teachers make decisions about which actions are appropriate for which pupils on an individual basis by careful assessment of the pupil's difficulties and the need for different approaches to learning in the classroom context.
- Teachers make provision for SEN pupils by differentiating their planning.
- All pupils with SEN, including pupils with statements, are in mainstream mixed ability classes.
- Teachers ensure a variety of pupil groupings for learning and working in the classroom wherever possible. For most children, extra help will be provided within the classroom, whilst some children may benefit from withdrawal for more intensive interventions.
- Where a child spends some time outside the ordinary classroom, it is in the context of the inclusive curriculum.

Complaints Procedure

First stage

Any concerns about a child should be addressed to the class teacher in the first instance. Parents need to make an appointment to see class teachers. Most concerns should be resolved at this level.

Second stage

If a concern can not be resolved by the class teacher then the matter should be referred to the Headteacher, through an appointment or in writing.

The Headteacher will meet the parent to discuss their concern and may involve the class teacher in agreeing a plan of action with them.

Third stage

In serious instances of concern, where the previous steps have been followed and parents are dissatisfied with the outcome, they can approach the Governors of the school. Parents should write to the Clerk to the Governors at the school. A special sub committee will be set up to consider the complaint and will reach a conclusion within four term time working weeks.

Fourth stage

If parents are still dissatisfied with the outcome they have the right to appeal to another sub committee of the governing body. If dissatisfied with the decision of the governing body parents can appeal to the Secretary of State for Education.

Staff development

- Support is available through curriculum co-ordinators for individual subject areas.
- The SENCO/Inclusion Manager/Headteacher may offer advice/support and recommend further action.
- All teaching assistants are encouraged to attend training regarding their role and responsibilities including literacy, numeracy, behaviour management and SEN.
- SEN meetings are held termly to enable staff to discuss issues and review ISPs.
- The SENCO attends the regular SENCO Forum facilitated by The Triborough.
- Teachers are encouraged to attend relevant courses in line with the School Improvement Plan and their Performance Management targets.

Use of teachers, facilities and educational support services outside the school

Educational Psychologist

The EP visits the school regularly to work with teachers on:

- consultation and assessment over individuals, groups or classes causing concern
- consultation and assessment over organisational issues causing concern

This work is carried out according to the needs and priorities of the school through collaborative work with teachers. Consultation takes place with the people most concerned, i.e. the class teacher, parents, SENCo Inclusion Manager or the Headteacher.

Behaviour Intervention Team

Pupils may be supported by a Behaviour Support Team worker. BST teachers plan work with class teachers and regularly review progress and update records kept in the SEN file as appropriate.

Links with other schools

When a pre-school pupil with SEN is transferring from nursery, a visit by the class teacher or SENCO is arranged if possible. Transfer meetings are held for children in Year 6 with statements/EHC plans in the Summer term.

Links with other services and organisations

Social Services

The school liaises with social services if a family has social service involvement. In practice, this involves attending case conferences, writing reports and liaising with social workers in case of emergency or serious concern. **Ian McDonald is the child protection officer** and all concerns should be reported to him.

Occupational Therapy

This service is linked to the Occupational Therapy department and is usually provided for pupils who have a need for OT.

Speech and Language Therapy

The school or parents can refer Nursery children for assessment if they have a concern regarding speech and language development. The therapist attached to the school can offer programmes of support in school children who have a need for speech and language therapy in their statement of SEN/EHC plan.

Child and Adolescent Mental Health Service (CAMHS)

They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.

This policy was written by the SENCo with the input from the Headteacher, staff & governing body

Draft to Governors and staff **June** 2016

Agreed by the Governing Body -