



Special Educational Needs Policy - 2016

This policy is written with reference to the Christian Foundation of the school

This policy is based on the Special Educational Need Code of Practice (2014) and the Equality CT (2010)

AIMS OF THE SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

- to ensure the culture, practice, management and deployment of resources are designed to ensure **all children's needs are met**
- to work together with the LEA to ensure that any child's special educational needs are **identified early**
- to use **best practice** when devising intervention plans
- to take into account **the wishes of the child** concerned, in light of their age and understanding
- to work in **partnership** with **parents**
- to take into account **views of individual parents** in respect of **their child's particular needs**
- to **regularly review** the interventions for each child, assessing their impact, the child's progress and the views of the child, their teachers and their parents
- to closely co-operate with all agencies concerned with a **multi-disciplinary approach** to the resolution of issues

DEFINITIONS AND EXPLANATION OF TERMS

Children have **special educational needs** if they have a **learning difficulty**, which calls for **special educational provision** to be made for them.

Children have a **learning difficulty** if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority

Special educational provision means Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

Section 12, Education Act 1996

A child is **disabled** if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17, Education Act 1989

A person has a **disability** ... if he has a physical or mental impairment, which has a substantial and long-term adverse affect on his ability to carry out normal day-to-day activities.

Section 1, Disability Discrimination Act 1995

Each child is unique and it should be recognised that there is a wide spectrum of special educational needs. Children will have needs and requirements that may fall into at least one of four areas, some inter-related.

The areas of need are:



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Communication and interaction

Speech Language and Communication Need (SLCN)
Autism Spectrum Disorder (ASD)

Cognition and learning

Specific Learning Difficulty (SpLD)
Moderate Learning Difficulty (MLD)
Severe Learning Difficulty (SLD)
Profound and Multiple Learning Difficulty (PMLD)

Behaviour, emotional and social development (EBD)

Sensory and/or physical

Hearing Impairment (HI)
Visual Impairment (VI)
Multi-Sensory Impairment (MSI)
Physical Difficulty (PD)

ROLES AND RESPONSIBILITIES

Steve Hooper is the **Special Needs Co-ordinator (SENCO)** at St. Paul's Junior School. As SENCO, he works closely with the Headteacher, senior management and fellow teachers, being involved in the strategic development of the SEN policy and provision. **Provision for children with special educational needs is the responsibility of the whole school. In addition to the Governing Body - the Headteacher, the SENCO and all other members of staff have important day-to-day responsibilities.**

“All teachers are teachers of children with special educational needs.”
Special Educational Needs Code of Practice 2001, Para 5:2

The **Governing Body**, working in co-operation with the Headteacher, is responsible for:

- determining the school's general policy and approach to provision for children with SEN
- establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work
- taking a particular interest in and closely monitoring the school's work on behalf of children with SEN through the appointment of an SEN governor
- reporting to parents annually on the school's policy on SEN

The **Headteacher**, working closely with the school's SEN co-ordinator, is responsible for:

- the day-to-day **management** of all aspects of the school's work, including provision for children with SEN
- keeping the Governing Body fully informed

All **teaching and non-teaching staff** should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

The **SENCO**, working closely with the Headteacher, senior management and fellow teachers, is closely involved in the strategic development of the SEN policy and provision. She is responsible for:

- overseeing the day-to-day **operation** of the SEN policy
- co-ordinating provision for children with SEN, particularly through School Action and School Action Plus
- liaising with and advising fellow teachers
- co-ordinating the management of learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents



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- 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

Teachers, SENCOs, pastoral and other staff all have an important role in developing positive and constructive relationships with parents. School values the contribution of parents and will encourage their participation. School will seek to develop partnerships with local parent support groups or voluntary organisations.

All **Parents** will be treated as partners. We will endeavour to support them in recognising and fulfilling their parental responsibilities in:

- playing an active and valued role in their children's education
- having knowledge of their child's entitlement within the SEN framework
- making their views known about how their child is educated
- having access to information, advice and support during assessment and any related decision-making processes about special educational provision

“The school has a duty to inform the child's parents that special educational provision is being made for the child because the child has SEN.”

Section 317A, Education Act 1996

Parents will be encouraged to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision being made for them.

Should parents become concerned about the special educational needs provision for their child within the school, an appointment should immediately be made with the class teacher, the SENCO or the Headteacher, to discuss how these problems can be addressed. All complaints will be logged in writing and brought to the attention of the Headteacher.

Children, where possible, will participate in all the decision-making processes that occur. We will endeavour to help them feel confident in that they will be listened to, and their views valued:

- Our Home / School Agreement will ensure that pupils, as well as parents, understand their rights and responsibilities with regard to our school.
- Classroom organisation will include opportunities for choice and decision-making for all children for at least some part of the school day.
- Children with SEN will be actively involved in discussions about their IEPs, including target setting and review arrangements and have their views recorded.
- Achievements will be noted and celebrated as well as any difficulties clarified and addressed.
- Support and advisory teachers, educational psychologists, therapists, social workers and health professionals will be expected to listen to the child's views and record those views within any reports or reviews.
- The pupil will have access to a designated member of staff with whom they can discuss any difficulties or concerns.

ADMISSION INFORMATION AND SEN FACILITIES

The school provides for pupils with a diverse range of difficulties. Places for pupils are allocated in line with the LEA's admission policy and criteria. In the case of a pupil with a statement, the LEA has a responsibility to name the school the pupil should attend. The school must admit a statemented pupil, for whom the school has been named.

St. Paul's Junior School is a two-storey building. The addition of handrails in specific locations has made access to classrooms and playgrounds easier for children with physical disability. Disabled toilet and



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shower provision have also been made. Glare in classrooms is controlled by the careful use of window blinds. Access to the Hall has been improved by the addition of a demountable ramp. A support centre has been established in Darshill to help pupils with Behavioural, emotional and social needs who are in danger of exclusion. It is fully accessible to all.

Strode is the SEN base. This room is shared and used by SEN support staff for focused teaching and group work. Resources are stored centrally here for use by all teaching and support staff. Visiting professionals also use this room for the assessment of pupils and liaison with teachers and parents. The library is used to hold our lunchtime Nurture Group. The school hall is used for our Breakfast Club.

The SENCO maintains SEN information files on areas of specialist knowledge, which are stored in her office, for loan to all teachers and assistants. These files contain information relating to the nature of various types of special educational needs (e.g. Autism), the symptoms expressed and strategies for providing for the need. There are lists of contact addresses for various supportive societies and charities.

The specialist resources and reference materials are catalogued and available to all staff to assist SEN work across the curriculum.

IDENTIFICATION, ASSESSMENT and RECORDING OF PROVISION

The **assessment** process focuses on

- The child's learning characteristics
- The learning environment and classroom organisation/materials
- The task and differentiation
- The teaching style

For pupils already identified as having SEN when they start at St Paul's, school will:

- Use information from previous educational experience
- Identify and focus attention on the child's skills and highlight areas for early action
- Use curricular assessment processes to allow the child to show what they know
- Identify any learning difficulties
- Ensure ongoing observation and assessment for the planning of the next steps in the child's learning
- Involve parents in developing and implementing a joint learning approach at home and in school

Further **identification** of pupils with SEN is brought about by assessing:

- Their performance measured as part of ongoing observations and assessment
- The outcomes from baseline assessment results
- Their progress against the objectives specified in the National Literacy Strategy and Numeracy Strategy Frameworks
- Their performance against the level descriptions within the National Curriculum
- Standardised screening or assessment tools
- Expressions of concern by parents

The key test of the need for action is evidence that current rates of progress are inadequate, in the knowledge that not all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve. 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 the pupil's difficulties, the key test of how far their learning needs are being met is whether they are making **adequate progress**.

Adequate progress can be defined as progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider



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- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

Strategies employed will be **recorded** within an IEP or Individual Education Plan. The IEP will contain information on:

- The short-term targets set for or by the child
- 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 the IEP is reviewed)

The IEP will focus on three or four individual targets, chosen from the key areas of communication, literacy, mathematics and behaviour and social skills. The IEP will be discussed with the child and the parents and reviewed at least twice a year.

The SENCO has responsibility for ensuring that records are properly kept and available as needed. These will include information on progress, strengths and weaknesses and behaviour, from:

The school and previous educational settings

Parents

Child (on his/her own perception of any difficulties and how they might be addressed)

Health and Social Services

When children move schools, either at phase transfer or at any other time, school is required to transfer school records within 15 school days of the child ceasing to be registered at the school.

GRADUATED RESPONSE TO SEN PROVISION

Provision for a child with special educational needs will be met through **a graduated response** to match the nature of their needs through the following categories:

- **Provision for All**
- **School Action**
- **School Action Plus**
- **LEA Action**

Provision for All

School provision made available to **all** pupils, recognising that 'all teachers are teachers of Special Educational Needs'. This includes national literacy, numeracy and inclusion initiatives to raise achievement.

School Action

When a class teacher or the SENCO identifies a child with SEN, the **class teacher** should provide interventions that are **additional to** and **different from** those provided as part of the school's usual differentiated curriculum.

The triggers for intervention through **School Action** are when the child:



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- Makes little or no progress even when teaching approaches are targeted to identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

The actions to be taken may include:

- Class teacher, together with SENCO, to collect all the available information about the child
- Additional information to be obtained from the parents
- SENCO to liaise with health or social services (with parental permission) if required, or already involved
- SENCO to take the lead in further assessment of the child's particular strengths and weaknesses, plan future support for the child in discussion with colleagues, monitor and review the actions taken.
- Class teacher to be responsible for working with the child on a daily basis and for planning and delivering an individualised programme of learning
- Parents to be consulted and kept informed of the action taken to help the child, and of the outcomes of this action
- Information collected about the child, and details of extra help given to them, to be incorporated in the child's individual record

The interventions needed may include:

- Deployment of extra staff to enable one-to-one tuition
- Provision of different learning materials or special equipment
- Group or individual support
- Time to devise/monitor the nature of the planned intervention
- Staff development and training on effective strategies
- Access to LEA support services for one-off or occasional advice

School Action Plus

The triggers for School Action Plus could be when the child:

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

The interventions or action needed may include:

- Seeking the help of external support services for advice on new targets, strategies, specialist assessment arrangements



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- SENCO, class teacher, together with the curriculum, literacy and numeracy coordinators and external specialists considering a range of different teaching approaches and appropriate equipment and teaching materials including the use of IT
- Implementing advice from health professionals
- Setting fresh IEP targets, with the help of outside specialists, to be implemented, at least in part, in the normal classroom setting

“The delivery of the interventions, recorded in the IEP, remains the responsibility of the class teacher.”

Special Educational Needs Code of Practice 2001, Para 5:59

LEA Action

A request for statutory assessment for a **Statement of Special Needs** can be made to the LEA through a request by:

- The child’s school*
- The parent*
- Other agencies, e.g. Health, Social Services*

When a request for a statutory assessment is made, the school will provide the following information:

- The school’s action through School Action and School Action Plus
- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The pupil’s health including the child’s medical history where relevant
- National Curriculum levels
- Attainments in Literacy and Mathematics
- Educational and other assessments showing progress over time
- Views of the parents and of the child
- Involvement of other professionals
- Involvement of Social Services or Education Welfare Service
- Evidence of the views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school or setting
- Evidence of the extent to which the school or setting has followed the advice provided by professionals with relevant specialist knowledge

If a Statement is issued by the LEA, it will include:

Introduction, giving name and address and date of birth

Special educational needs

Special education provision required to meet the child’s SEN

Placement or named school

Non-educational needs

Non-educational provision

Appendices

Parental evidence

Education advice

Medical advice

Psychological advice

Social Services advice

Any other advice, such as the views of the child

The short-term targets set will be set out in an IEP.



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All Statements must be reviewed at least annually. The Headteacher must provide the LEA with a report following each annual review before the end of that term or 10 school days after the meeting takes place if that is any earlier.

In preparing for the Annual Review the Headteacher must request written advice from:

The child's parents

Relevant teachers

Anyone specified by the authority

Anyone else the head teacher considers appropriate

The Headteacher must also circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting.

Wherever possible, pupils should also be actively involved in the review process, attending all or part of the review meeting.

Transfer between phases should be considered at the review meeting prior to the last year in the current school, that is, in Year 5. Clear recommendations should be made as to the type of provision the child will require at the secondary stage. Parents can then carefully consider options. The child's statement must be amended prior to 15 February of the year of transfer. All the arrangements for a child's placement should be completed no later than the beginning of March before transfer. This will ensure parents and children will feel confident and secure.

The SENCO of the receiving school will be invited to attend the annual review in the primary school of pupils with statements for whom the particular school has been named. The receiving school can plan a differentiated curriculum and an appropriate IEP to start at the beginning of the new school year.

INCLUSIVE PRACTICES

The **National Curriculum** is a statutory requirement for St Paul's. In addition, children will have access to the National Literacy and Numeracy Strategy Frameworks. Through the cycle of observation, assessment, planning and review, school makes provision for increased curriculum differentiation, curricular adaptations, and pastoral or disciplinary procedures. A variety of approaches are employed to maximise the achievements of all pupils and *these arrangements apply to all children and are not part of special educational provision.*

The National Curriculum Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- **Setting suitable learning challenges**
- **Responding to pupils' diverse needs**
- **Overcoming potential barriers to learning and assessment for individuals or groups of pupils**

Children with special educational needs are taught wherever possible within the mainstream classes. Teachers are encouraged to design the learning activities in ways that enable all children to access them.

Children experiencing difficulties in specific areas of the curriculum may be helped on an individual basis or within a small group by the class teacher, the support teacher or the SEN classroom assistant.

Children may be withdrawn from lessons by the support teacher or the SEN classroom assistant in order to receive special help as outlined on their Individual Education Plans. This may include children with specific difficulties, statements of educational need or those who have had special therapies recommended by outside professionals. Every effort is made to ensure that these children are able to access missed parts



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of the curriculum. **At St. Paul's we actively and positively encourage children with SEN to join in all of the activities of the school.**

SUPPORT CENTRE

The Support Centre has been established since September 2007 to support pupils who find difficulty coping with mainstream schooling and is designed to help them avoid permanent exclusion. It therefore exists in the spirit of social inclusion with the aim of reintegrating pupils back into classes.

The Support Centre Staff of one HLTA supported by one TA aim ;

- To develop an intervention process that addresses behavioural problems, identifying at an early stage pupils at risk of permanent exclusion.
- To identify at an early stage pupils disaffected and to build programmes of integration and provide workshops to address personal issues.
- To assist pupil's learning, either in the centre or the classroom, by monitoring their behaviour and the appropriateness of the curriculum.
- Design relevant and individual programmes, including, where necessary, a modified curriculum designed for individual pupil's needs.
- To enable pupils to be reintegrated into mainstream schooling following the understanding that the longer the child is out of the classroom the more difficult it can be to re-integrate them.

FINANCIAL RESOURCES

SEN support hours are allocated in a flexible, varied way according to the needs of particular children throughout the school. The greatest support is given to those children with a Statement and those on School Action Plus, as and when appropriate. The support is reviewed over the year by the SENCO in consultation with the Head teacher and the class teachers.

Funding is devolved from County through the SEND budget. In addition, an annual bid for funding (SEND Plus) is made by the SENCO for children with exceptional and long-term needs.

GOVERNOR EVALUATION OF SEN PROVISION

At St. Paul's Junior School there are close links with the governing body who must:

- *do its best to 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 LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them*
- *ensure that teachers in the school are aware of the importance of identifying and providing for children with special needs*
- *consult with the LEA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole*
- *ensure that children with special needs can join in with other children in school activities, within the limit of efficient use of resources*
- *report to parents on the implementation of the school's policy for pupils with special educational needs see Section 317, Education Act 1996*
- *have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs see Section 313, Education Act 1996*
- *ensure that parents are notified of a decision by the school that SEN provision is being made for their child see Section 317A, Education Act 1996*

Governors play a major part in school self-review and mechanisms have been introduced to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to SEN, the Governing Body should make sure that:



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- They are fully involved in developing and monitoring the school's SEN policy
- All governors, especially any SEN governors, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the school development plan
- The quality of SEN provision is continually monitored

To achieve these requirements, the SENCO implements an annual review of SEN and draws up an **SEN Action Plan** by evaluating the following objectives:

- 1) *To maintain a written policy for the management of Special Educational Needs (SEN).*
- 2) *To allocate responsibilities for managing staff clearly and appropriately.*
- 3) *To identify the appropriate provision of staff for the department.*
- 4) *To allocate resources to meet the needs described in pupils' individual education plans (IEPs) efficiently and effectively.*
- 5) *To establish procedures to identify and assess pupils with special educational needs as early as possible.*
- 6) *To establish a monitoring and review system to record pupils' achievements and address current statutory requirements.*
- 7) *To establish a graduated response having due regard to the Code of Practice.*
- 8) *To collate data annually which summarises the progress made by the pupils.*
- 9) *To establish procedures to develop appropriate partnerships with parents.*
- 10) *To establish agreed criteria for the use of outside agencies and their resources.*
- 11) *To establish clear roles for governors and structures within which they can work.*
- 12) *To monitor and review on a regular basis staffing policy and procedures.*

SEN TRAINING AND SUPPORT PARTNERSHIPS

SEN **in-service training** for teaching staff is ascertained through both the School Development Plan and the SEN Action Plan. INSET training for class teachers is planned termly. Training needs of the Support Assistants are identified by the SENCO through regular team meetings.

At County level we have excellent links with **External Teaching Services**, including the following:

Behaviour Support Service
 Educational Psychology Service
 Hearing Support Service
 Learning Support Service
 Physical Disability Service
 SpLD Service
 Exceptionally Able Learners
 SENITAS
 Visual Impairment Service
 Language and Communication Team
 Link School Development Advisor
 Senior Casework Officer Access and AEN

Other specialist advisory help and assessment can be accessed through the SEN Support Team.

St. Paul's also has close links with Critchill Special School as a Resource Centre and also through liaison with colleagues at our partner schools.

Links with other mainstream **schools** are developed through the Sheppy Valley CLP and through staff working together on locally run courses. Visits and liaison with staff from our two partner schools, Bowlish and Shepton Mallet Infants are encouraged. In addition, all information about the way pupils have been



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supported at St Paul's is passed to their secondary school in the June of the year of transition to secondary education.

Meeting the special educational needs of individual children requires agreed policies and protocols. School is required to publish information that includes the school's arrangements for working in partnership with **external support services**, such as LEA support services, Health and Social Services, any relevant local and national voluntary organisations.

The school actively involves the services of the professionals listed below to provide advice, guidance, additional assessment and support. Formal contact with external support agencies is the responsibility, in the main, of the SENCO. Contact with Health Authority staff is made through the family doctor. Any contact with outside professionals is made with the consent of parents and the Headteacher. These include:

- Paediatrician
- Speech and Language Therapists
- School Nursing Sister
- Occupational Therapist
- Child Protection Co-ordinator
- Educational Social Worker
- Social Workers
- Family Advice Liaison Worker (FALW)
- Child and Family Therapy Services (CAFTS)

Policy Framework

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

Policy for Child Protection

Policy for Educational and Social Inclusion

Equal Opportunities Policy

Policy for Promoting and Supporting Education for Children Looked After

Policy for Access to Education for Children and Young People with Medical Needs, who are unable to attend school on a full-time basis

Support Centre Aims & Objectives

Admissions Policy

Attendance Policy

Somerset Education Inclusive Education Policy



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