

St Peter's CE School

**SPECIAL EDUCATIONAL NEEDS AND
DISABILITY (S.E.N.D.) POLICY**

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SECTION A: SCHOOL ARRANGEMENTS

A1 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. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs 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 and objectives:

The Governors and staff at St Peter's School recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all children can develop to their full potential and become confident, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review
- children's special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

A2 ROLES AND RESPONSIBILITIES

Provision for children with special educational needs is a matter for the school as a whole.

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made. They determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

The SEN governor is actively involved in self-review, with the Headteacher and SENCo, of the provision for children with special needs and implementation of the policy within the school.

SENCo

The Special Educational Needs Coordinator works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of children with SEN
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- acting as Designated teacher for looked after children with SEN
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- managing teaching assistants
- supporting the professional development of teaching assistants
- regularly liaising with the Headteacher and SEN governor

Headteacher

The Headteacher has overall responsibility for the management of provision for children with special educational needs, working closely with the SENCo and keeping the governing body fully informed.

Teaching Staff and Teaching Assistants

Class teachers are involved in the development of the school's SEN policy and implement the procedures for identifying, assessing and making provision for children with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of children. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

A3 CO-ORDINATING AND MANAGING PROVISION

The Headteacher and SENCo meet frequently to discuss SEN issues.

The SENCo meets with class teachers to give support and advice. SEN policy and provision are discussed regularly at both staff meetings in order to raise the achievement of children with SEN. Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping. The SENCo meets regularly with the Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents and children with Education, Health and Care Plans in preparation for the Annual review. Where there is a concern that parents need extra support, the SENCo / headteacher would refer them to the Family Liaison and Outreach Worker. If the situation becomes more worrying, the Common Assessment Framework (CAF) /Team Around the Child (TAC) process would be used to identify areas for change and engage support from other professionals.

A4 ADMISSION ARRANGEMENTS

St. Peter's School strives to be a fully inclusive school. All children are welcome, including those with special educational needs, in accordance with the School Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a Education, Health and Care Plan subject to the wishes of their parent 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.

A5 SPECIALISMS AND SPECIAL FACILITIES

Children's specific needs are discussed with parents/guardians at the earliest opportunity. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is shared with all adults working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SENCo and Governor with responsibility for Special Needs liaise regularly to discuss provision within the school for all children with SEN.

Specialist training among the staff

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to children is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the continued professional development (CPD) process in school.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for children with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to children with Education, Health and Care Plans.

St Peter's School, as part of normal budget planning, has a strategic approach to using resources to support the progress of children with SEN. St Peter's provides additional support up to the nationally prescribed threshold per pupil 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.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment, Recording and Reporting Policy, and Equality Policy). 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 Headteacher 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, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the child and their parents. St. Peter's School recognises that parents know their children best and we ensure that we listen to and understand when parents express concerns about their child's development. 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 Special Educational Needs as set out in the Code of Practice (DfE 2014). 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. 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 child 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 three times a year and may be led by the SENCo or class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree 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 recorded on the SEN Pupil Profile.

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 difficulties
health difficulties: Behaviour reflecting underlying mental health (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive 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 pupils at school with medical conditions (DfE, 2014). See the 'Supporting pupils with Medical Conditions Policy'.

B3 CURRICULUM ACCESS AND INCLUSION

St Peter's School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all children
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

B4 EVALUATING SUCCESS

Parents/guardians, staff and children meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

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

- Monitoring of classroom practice by SENCo and subject coordinators
- Analysis of tracking data and test results – for individual children
- for cohorts
- Value-added data for children on the SEN register
- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan

B5 COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C1 STAFF DEVELOPMENT

All staff at St Peter's are committed to gaining further expertise in the area of Special Needs education. Current training includes school-based INSET, training sessions for relevant staff, SENCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEN. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school are able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher 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 addresses and request forms for other agencies and support services.

C3 PARTNERSHIP WITH PARENTS

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parent Meetings and Special Needs Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

C4 THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. When appropriate children participate in review meetings, and are encouraged to share their wishes and feelings with

families and staff. We believe that it is important to recognise success and achievements as part of the review process as well as addressing any difficulties.

C5 TRANSFER ARRANGEMENTS

The SENCo, class teachers and Headteacher liaise over the internal transfer of children with SEN. Transition between classes is considered carefully in order to meet a child's particular needs, and children visit their new class before transfer.

When children transfer to other schools, they have the opportunity to visit their new school. The SENCo and class teacher liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For children with Education, Health and Care Plans, the child's statement is 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 is invited to the final annual review in primary schools of children with statements or Education, Health and Care Plans where the particular school has been named.

C6 MONITORING AND REVIEW

The implementation of this policy will be monitored by the Headteacher, SENCo and SEN Governor.

This policy will be updated in line with new initiatives together with any streamlining of school processes.

This policy will be reviewed annually.