



## Special Educational Needs Policy

### Implementing the Code of Practice

Status	Statutory Governor Policy
Date presented to Education Committee	25.2.2020
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### The SEN Policy – The School Profile

This policy was reviewed and amended in January 2020 in accordance with the Code of Practice for SEND.

#### Our Vision

We are committed to giving our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

#### Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**SEN:** A child or young person 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

## **Key Roles and Responsibilities**

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans (or Statements until 2018) The SEN governors have responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body. The head teacher, along with the school safeguarding team, has specific responsibility for safeguarding and is the DSL.

## **Admission Arrangements**

All admissions to the school are based on the LEA's admission policy. There is no differentiation made between pupils with or without Special Educational needs. Children experiencing difficulties will be supported within the classroom by their class teacher and teaching assistant or occasionally withdrawn for specialist support. Where necessary additional support and advice may be provided by: The Educational Psychologist, the Speech and Language Specialist, Occupational /Physiotherapist, the School Nurse and the SENCO.

## **Aims and Objectives**

Aims: All pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

## **Objectives:**

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

## **Identification, Assessment, Monitoring and Review**

At St. Monica's we believe that early identification and appropriate intervention improve the prospects of children with Special Needs. Before children begin in September a New Starter meeting is held in school (around May) and the reception teacher also visits PVI settings to identify any needs. Also, within 3 weeks a settling in a meeting is held with parents following baseline assessments. This should alert the teacher to any children who are having particular difficulties, some of whom might have special needs. The children follow the Early Learning Goals set out by the Government, and these show what most children are expected to have achieved by the end of the

reception year. If children are identified as having SEN, school will intervene through Early Years Action. Speechlink screening takes place in the Autumn term to identify children in Reception with communication difficulties.

We use the Oxfordshire Special Educational Needs Support checklists and the Inclusive Quality First Teaching audit tool for further identification, planning and adaptations to teaching and learning environment. We have developed an identification flow chart to guide our decisions relating to inclusion on the SEND register.

### **The Code of Practice refers to four broad areas of need:**

**Communication and interaction:** these children have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning:** children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties:** children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

**Sensory and/or physical needs:** some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

### **A Graduated Approach to SEN Support**

We follow a process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies.

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEN or placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEN Support. We would also refer to the identification flow chart to guide our decisions relating to the inclusion of a child on the SEND register.

An intervention plan will be shared with parents and with the child. For those children with complex needs, where there are multiple professionals involved a care plan may be in place. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process.

#### **The four-part cycle:**

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan:** Where SEN Support is required the teacher and SENCO will put together a plan (IEP) outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

**Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support. This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach.

Parents/carers and pupil involvement in the process We believe in a person centred approach to information gathering and the cycle of assess, plan, do, review. Reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated. KS2 pupils with a Statement or EHC plan will attend part of the meeting to share their achievements for the year and aspirations for the future.

## **Roles and Responsibilities.**

### **Class teachers**

- The class teacher is responsible for the initial identification of a pupil's SEN through observation of classroom practice, on-going assessment and communication with parents.
- It is the class teacher's responsibility to inform the SENCO of their concerns. A decision will be made jointly to implement further action. If necessary, an IEP will be formulated. This will contain targets additional to an already differentiated curriculum.
- The class teacher will invite parents/ guardians to a meeting with the SENCO to discuss concerns and decide on a plan of action. A review meeting will be arranged to monitor progress towards targets.
- The class teacher will keep the SENCO informed of any developments between reviews.

### **SENCO's Role**

- It is the SENCO's responsibility to collect and collate all available material and information held by the school. They may also undertake or arrange further assessment.
- The SENCO will monitor planning, to ensure that an appropriate IEP has been formulated and resources are available.
- The SENCO may attend review meetings and inform parents of Parent Partnership services. (Now Known as Warrington SEND)
- The SENCO will ensure that there are adequate resources to meet the needs of all pupils experiencing difficulties.
- The SENCO will provide advice and support to the class teacher and contact outside agencies for advice if necessary.
- The SENCO will arrange additional support where appropriate and as the budget allows.
- The SENCO, in conjunction with the class teacher and parents may decide that the child no longer requires SEN support or requires a greater level of support.

At SEN Support the class teacher continues to support the pupil, incorporating any additional resources and support specified in the IEP.

### **SENCO**

- Is responsible for the SEND policy and its implementation
- Coordinating support for children with SEND
- Updating the SEND register and maintaining individual pupil records

- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Line managing TAs with responsibility for SEND
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Co-ordinating annual reviews
- Supporting staff in identifying pupils with SEN
- Mapping provision throughout the school
- Maintaining links and information sharing with receiving schools
- Referrals to and liaison with outside agencies
- In consultation with the parents, Headteacher and outside agencies make the decision to proceed to request formal assessment where necessary and complete the relevant paperwork.

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

### **Individual Education Plans**

Children identified as having Special Needs will, in most instances, have an IEP, which will specify long term aims and give the child manageable short term (SMART) targets. At SEN Support the child's class teacher will remain responsible for providing the child with appropriate differentiated work. Small groups of children at SEN Support may be withdrawn from class for short periods to work on their IEP objectives. IEP's will usually have three or four manageable targets. The targets will be evaluated termly and as a result of the evaluation, new or modified targets will be set. The IEP will provide information about the child's academic levels, how targets may be achieved and who will be responsible for providing the support. If a small group of children have similar needs, a Group Education Plan may be written, with targets for the group. If a child fails to make adequate progress or if a specific problem is identified, appropriate action will be taken. This may be in the form of a specialist, e.g. Educational Psychologist or by updating the IEP with more appropriate targets or teaching methods. The parents, class teacher, Headteacher, SENCO and any specialist involved may be invited to the review. The child, where appropriate, will be consulted as to how she/he views the programme.

### **Statements/EHCs**

The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan. Parents will be informed by the LA in advance of this transition review and will have an opportunity to discuss the process with the SENCO.

## **Governors**

The SENCO meets with the SEN Governor termly. The Governing Body evaluates the success of the SEN provision through reports from the Head teacher and the Governor with responsibility for SEN. The Governing Body, through the School Development Plan, ensures that relevant training is provided.

## **Parental Involvement**

We aim to fully involve parents and ask for their input and co-operation in working on the targets for improvement with their child. All of the staff are available to discuss any issues with parents.

## **Supporting pupils at school with medical conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trip/residential trips. The school secretary is responsible for the administration of medicines. Health care plans and protocols will be shared with all members of staff, the shared information will be treated as confidential.

## **Monitoring and evaluation of SEN**

The head teacher and the senior management team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The SENCO maps provision for each class and uses costed provision maps to cost provision. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

## **The SEN Governors are responsible for:**

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENCO
- reporting to the governing body on SEND

- ensuring that pupils with SEND participate fully in school activities

### **Training and development**

Training needs are identified in response to the needs of pupils currently on the SEND register. School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with visual impairments and dyslexia. The SENCO attends network meetings to share good practice with colleagues and to keep up to date with SEND developments.

### **Storing and Managing Information**

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked storage room. Individual SEN files are transferred to receiving schools when pupils leave our school.

### **Complaints**

Complaints from parents will be dealt with in the first instance by the classteacher with support from the SENCO. If the matter cannot be easily resolved it will then be passed to the Headteacher as per our complaints procedure. If a parent wishes to pursue the matter further and does not feel that they have had a satisfactory resolution of the issue, then it should be referred to the Chair of Governors. The relevant complaints panel of the Governing Body should be assembled in accordance with the school's complaint procedures.

### **Access to this policy**

You can get a copy of our policy in a number of ways:

- The school website
- A hard copy on request at the school office