



## SEND Policy

*"Working together  
with parents, church and community  
to create a distinctive environment  
where the unique nature of each child  
is respected and fostered"*

SENCO: Mrs C Saxton  
SEND Governor: Mrs C Muirhead

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Link Policies	Teaching & Learning		Financial Management	
	All subject policies			
	Safeguarding policies			

Copies of this policy can be found:

- On the school's VLE in the Staffroom course
- In the Policy file in the PPA room
- In the SENCO file
- In the Policy file in the HT Office

The following Appendices are attached:

1. The role of *Governors*
2. The role of the SENCO
3. The role of class teachers
4. The role of Teaching Assistants
5. An example of Provision Mapping

## **Introduction**

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEN) and disabled children and young people. The policy refers to the Children and Families Act 2014 and associated regulations. The associated regulations are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

## **Definition of Special Educational Needs and Disabilities**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. These needs can be categorised in four key areas that may create barriers to learning:

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

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age

## **Aims and Objectives of Provision at St Helen's CE Primary School**

At St Helen's CE Primary School, we believe that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives

Our aim at St Helen's is to ensure that these things happen. In order to achieve this aim, we will:

- Use our best endeavours to make sure that a child with SEN gets the support they need
- Ensure that pupils with SEN engage in activities alongside those who do not have SEN
- Designate a teacher to be responsible for coordinating SEN provision (the SENCO)
- Inform parents/carers when special educational provision is being made for a pupil
- Produce an annual SEN information report

## **Identification, Assessment and Provision**

At St Helen's, we recognise the importance of early identification of SEN. Early intervention and response improves the long-term outcomes for pupils.

## **Early Identification**

Every pupil's skills and attainment will be assessed on entry to St Helen's. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made. The needs of pupils are evaluated through a range of indicators:

- The outcomes from baseline assessments.
- Class teachers make regular assessment of all pupils and identify those who are making less than expected progress. The first response to any pupil who falls in to this category should be highly targeted teaching at the area of weakness by the class teacher. Following this, if there is no improvement, the class teacher, in conjunction with the SENCO, should gather further evidence (including the views of the pupil and parents)
- Concerns raised by parents, the young person and outside agencies and to take account of any information that they provide.
- Standardised screening or assessment tools.
- Behaviour data. Persistent disruptive or withdrawn behaviour do not necessarily mean that a young person has SEN. If there are concerns, assessment should be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances are a factor then a multi-agency approach, such as a CAF may be appropriate. Once the appropriate assessments have taken place, a decision will be made on whether a pupil has SEN based on the SEN Support Frameworks in one or more of the 4 'broad areas of need'; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties or Sensory or Physical Needs.

It is important to remember that the following may impact on progress and attainment but **do not** constitute SEN:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a member of the Armed Forces

## **Special Educational Provision at St Helen's**

Class teachers are responsible and accountable for the progress and development in their class, including where pupils access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching should include teacher's understanding of strategies to support vulnerable pupils. In deciding whether a pupil has SEN, information should be gathered on pupil progress

(alongside national and expected progress levels), parents and/or carers, teachers and the pupils. Any decision on whether SEN provision is required must start with the desired outcomes, including progress and attainment. This must include the views of the pupil and the parents/carers. This should then determine the support that is needed. If any support is to be provided, parent/carers must be informed and a clear date for reviewing progress must be set. SEN provision will be based on all information received, but initially through our own in school test data. Identification and provision will be made through the SEN Support Frameworks for each of the four categories of need. In class TA support will be allocated to pupils with a MSP or an EHCP.

### **SEN Support at St Helen's**

Where a pupil is identified as having SEN, action should be taken to remove the barriers to learning. This support should take a four-part cycle. This is known as the 'graduated approach'.

The four parts to the cycle are: Assess, Plan, Do, Review. All pupils who are identified as having SEN will have a termly meeting between the school, parents/carers and themselves to review the plans. These meetings will set clear outcomes, review progress towards them, discuss the support that will be given to help the pupil achieve the outcomes and identify the responsibility of the parent, pupil and school. These meetings will be led by the class teacher (supported by the SENCO if required). A record of the meetings will be kept in the class SEND file, a copy given to the SENCO and also given to parents/carers. All children who are identified as having Special Educational Needs will have a Supporting Me to Learn Plan which is reviewed at least termly. This plan will be shared with Parents and SENCO (a copy will also be sent home with one filed by SENCO).

### **Involving specialists**

Where a pupil continues to make less than expected progress due to SEN, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies. At any point where a specialist is involved, parents/carers will be fully involved in the process. Children causing greatest concern and who will probably need an EHCP assessment will have a 'My Support Plan' (MSP). This document is the central place for gathering information from Parents, school and outside agencies.

Progress towards long term outcomes set as part of MSPs are reviewed termly in a meeting with Parents, Class Teacher and SENCO. These meetings are arranged by SENCO and MSPs are updated accordingly after each one.

### **Admissions**

The school is its own admissions authority. However all admissions are coordinated through the LA and all applications are made through them. We welcome visits from any parents thinking about applying for their child.

### **Access**

The school has wheelchair accessibility.

### **Resources**

The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced. The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Head teacher and SENCO. The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The Head Teacher has the key responsibility for determining the allocation of these resources in consultation with the senior management and the rest of the staff.

### **Role of the Governing Body**

The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all pupils with SEND. The Governors and Head teacher are responsible for the school's policy and approach to meeting pupils' special educational needs and disabilities. The duties of the Governing Body are set out in Appendix 1.

### **Roles and Responsibilities**

The Head teacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENCO who keeps the Head and governing body fully informed, through the line management system. The responsibilities of the SENCO are set out in Appendix 2. All teachers are teachers of pupils with SEN and they have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all SEN pupils in their class, including where pupils access support from teaching assistants or any other specialist staff. The responsibilities of the class teacher are set out in Appendix 3. Teaching Assistants are a valuable part of the support for pupils with SEN. The role of the teaching assistants is set out in Appendix 4.

### **Parental concerns regarding SEN**

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the class teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with SENCO - if conflicts cannot be resolved the Head teacher should be involved.
- Arrange a meeting with Special Needs Governor.

- Full Governors meeting.

If there are still unresolved issues, contact may be made with SENART.

### **SEN In-service Training for Staff**

All staff in the school will be provided with general or specific training on meeting the needs of SEND within their classroom. All staff have access to this information and the SENCO to advise as necessary. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this. All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants. Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil. Much of this training will be delivered in school, by specialist services working with particular pupils, e.g., Educational Psychology Service, Learning Support Services, Communication and Interaction Advisory Team. There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

### **Involving Parents/Carers**

St Helen's CE Primary School will ensure that all parents/carers are fully informed of any SEND their son/daughter may have. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling pupils and young people with SEND to achieve their potential. Parents hold key information and have a critical role to play in their son/daughter's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value the contribution they make. All parents of pupils with special educational needs are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their son/daughter's education.
- Be informed by the school of their son/daughter's placement within the SEN framework.
- Have the opportunity to make their views known about how their son/daughter is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Alert the school to any concerns they have about their son/daughter's learning or provision.
- Fulfil their obligations under home/school agreements, which set out expectations of both sides. This will usually be done through: Parent Consultations, SEN Support Reviews and Annual Statement reviews.

### **Pupil Participation**

All pupils should be involved in making decisions about their education, where possible and appropriate. As part of the pupil's SEND provision the school should listen to the views of the pupil. For pupils with SEND, we aim to involve them in understanding his or

her difficulties and what is needed to overcome them. We also encourage pupils with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. All pupils with SEN are given the opportunity to contribute to their termly reviews.

### **Links with External Agencies**

The school has positive links with many outside agencies which support the learning and development of the pupils in our care. The list of agencies changes frequently.

### **Evaluating Success of the Policy**

This policy will be reviewed every two years. The process of review will involve the SENCO, the SEND Governor and the Head teacher. Review of the policy will take into account:

- The progress made by pupils with SEND at the school.
- The success of the school at including pupils with SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.

## Appendix 1

### The Role of the Governing Body

- Ensure that when the LA has informed the Head teacher that a pupil has special educational needs and disabilities that these needs are made known to all staff who are likely to teach the pupil.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- Ensure that parents are notified of a decision by the school that their son/daughter has SEND.
- Consult the LA and the governing bodies of other schools in the interest of a coordinated special educational provision in the area as a whole.
- Report annually to parents on the implementation of the school's policy for pupils with special education needs.
- Ensure that a pupil with SEND joins in the activities of the school, together with other pupils so far as it is reasonably practical and compatible with the efficient education of all pupils.

The Governors evaluate the success of the educational provision for pupils with Special Educational Needs by:

- The appointment of Governor responsible for special educational needs.
- Regular SENCO and SEND Governor meetings.
- SEND Governor to be involved in the appointments of SEN staff when it is appropriate.
- SEND Governor visits to monitor provision.
- SEND Governor discussion with parents.
- SEND Governor discussion with pupils.
- SEND Governor liaison with the SENCO to produce and present the annual report to parents.

The SEND Governor is responsible for reporting to the main governing body regarding SEN issues.

## Appendix 2

### The Responsibilities of the SENCO

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with special educational needs.
- Co-ordinating and chairing MSP/EHCP meetings between school staff, Parents and relevant outside agencies.
- Preparing and circulating MSPs (copies to Parents, Class Teachers, outside agencies as relevant).
- Monitoring whole school attainment - alerting class teachers where necessary if a child appears to failing to maintain appropriate levels of progress. Assist identification of SEN.
- Keep a register of pupils with identified SEN, monitor their progress. Discuss at half termly Pupil Progress Meetings with SLT.
- Keep a register of pupils who are causing concern - discuss with class teachers and support with intervention as appropriate.
- Liaising with the Designated Teacher where a Looked After Child has SEN.
- Advising on the Graduated Approach.
- Liaising with and advising fellow teachers.
- Advising on deployment of the schools notional delegated budget.
- Managing teaching assistants.
- Overseeing the records of all pupils with special educational needs (e.g. Supporting me to Learn Plans, MSPs, EHCPs)
- Liaising with parents of pupils with special educational needs.
- Contributing to the in-service training of staff.
- Working with the Head teacher to ensure that the school meets its responsibilities under the Equality Act (2010).
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies preparing for and managing termly planning meetings.

### The Responsibilities of the Class Teacher

- Inform or seek advice from SENCO when necessary.
- Gather information and make formal assessment about the pupil.
- Inform and discuss with parents their concerns and review regularly.
- Take action to meet the pupil's needs within his/her normal classroom work through differentiation. Recording strategies/actions used.
- Plan and monitor focused work done within the classroom with support staff where appropriate.
- Contribute to the planning and termly review pupils with SEN in conjunction with the SENCO, parent and pupil. Prepare termly 'Supporting me to Learn Plans' and review as necessary.
- The policy for each subject area should contain information regarding the teaching of pupils with SEND.

**The role of the teaching assistant**

- To support the provision of SEN within the school.
- To follow programmes set by class teacher/SENCO/outside agencies.
- To keep records and monitor pupils' progress using the procedures employed by the school.
- To help and assist pupils with SEN, either individually or as part of a group.
- Regular informal discussions with staff on a day-to-day basis.
- Support planning.