

A St. Michael's Junior School Policy



Special Educational Needs and Disabilities Policy

Reviewed by Pupil & Curriculum Committee & ratified by FGB.	Summer 2018
To be reviewed	Summer 2021

INTRODUCTION

Our Special Educational Needs and Disabilities (SEND) Information Report for parent/carers outlines the support, interventions and provisions they can expect to receive, if they choose St Michael's Church of England Junior School for their children. This can be found by clicking on the following link. www.st-michaels-jun.sch.uk. Our SEND Policy reinforces the information contained in the Information Report.

The school has regard to the SEND Code of Practice 0-25 (2014), the Equality Act 2010 and the Children and Families Act 2014 when carrying out its duties for all pupils with SEND, and ensures that parents are consulted in school decisions for SEND provision for their child.

SECTION 1: BASIC INFORMATION ABOUT THE SCHOOL'S SPECIAL EDUCATIONAL PROVISION

Objectives:

1. To provide a stable and caring environment in which children can:
 - Learn and develop to their full potential within all aspects of school life
 - Work with others cooperatively
 - Contribute to the ethos of the school
 - Gain success
 - Build their self-confidence
 - Ensure they are ready for secondary school
 - Make a successful transition to adulthood

2. That all school personnel will be responsive to the educational, emotional and social needs of each individual.

The SEN Co-ordinator

The School's Special Educational Needs Co-ordinator (SENCO) is Jo Martin.

Responsibilities include:

- Overseeing the day to day operation of the school SEND policy
- Liaison with Learning Support Assistants (LSA's) within the school who support the learning of children with special educational needs
- Meeting all teachers in the school and advising them on differentiation issues, approaches and materials
- Maintaining the SEN Register
- Monitoring the provision of School Support and Education Health and Care Plans, including gathering and collating all relevant information
- Ensuring that paperwork is up to date
- Attending consultations with parents, teachers and all other relevant personnel when appropriate

- Liaising with parents/carers of children with SEND
- Liaising with outside agencies.

Arrangements for the Co-ordination of Provision for SEND

The SENCO will regularly meet with the Head Teacher and SEND Governor to discuss the following:

- The development of provision
- Planning future action
- Identifying areas of need
- Allocating resources in the most efficient ways

These issues will be reflected on during the annual review of the SEND Policy and the School Information Report, along with consideration regarding the School Development Plan and the SEN Action Plan. Areas identified for change or development will inform the next academic year's vision.

Allocation of Resources

The governors through the finance committee will, where possible, allocate funds to meet the needs of pupils with special educational needs. At the meeting of the governing body which approves the budget, the Resources Committee will draw the attention of governors to the amounts delegated to the school by the LA under 'special needs' headings in the section 52 statement and to the amounts allocated for special needs in the proposed school budget. The resources are allocated on a severity of need basis, indicated by the phases of intervention. Children with an Education, Health and Care Plan will have the funding that they receive allocated at an initial planning meeting with parents, the school and outside agencies.

The Head Teacher will manage the funds allocated by the governors to meet the differing needs of the pupils with special educational needs. The SENCO will ensure that optimum use is made of resources in terms of cost and impact.

SECTION 2: IDENTIFICATION, ASSESSMENT, PROVISION AND INCLUSION

Definition of Special Educational Needs and Disability

We have regard to the definition of SEND stated in the SEND Code of Practice 2014:

"A child or young person has Special Educational Needs (SEN) if he or she has a learning difficulty or disability that calls for special educational provision to be made for them."

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Identification, Assessment and Provision – the graduated response

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). The graduated response, adopted in the school, recognises that there is a continuum of needs. Children's needs and requirements may fall within or across four broad areas. These are:

- Communication and Interaction;
- Cognition and learning;
- Behavioural, emotional and social development;
- Sensory and/or physical.

We know that not all children will progress at the same rate and that not all children falling behind their peers have SEN. The identification of SEN is built into the overall approach of monitoring the progress and development of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support. The pupil's response to such support may help identify their particular needs.

Adequate progress includes progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap from growing wider.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. If the answer is yes, the pupils will be put on the school SEN register at 'School Support' (SS).

Assessment includes:

- the use of high quality formative assessment, for example observation, book trawl.
- summative assessment materials, for example the phonics check, reading and spelling assessment.
- specialised assessments from external agencies and professionals, for example completion of the Connors or sensory questionnaires.
- Discussion with the pupil and parents.

School leaders and teaching staff, including the SENCO, will seek to identify any patterns in the identification of SEN both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Provision for Children at 'School Support'

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. A graduated approach is then acted upon. This involves more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the child. The process is:

- Assess – using the methods above.

- Plan - the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge. An Individual Pupil Provision Plan (IPP) will be put in to place. Due to limited funds, interventions will not always involve additional adult support. Some interventions may be child-led or involve support at home.
- Do - The teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support. Support will be planned in Waves of Intervention:
 - Wave 1 – Quality First Teaching
 - Wave 2 – Specific, additional and time limited interventions provided for some children
 - Wave 3 – targeted provisions for a minority of children where it is necessary to provide highly tailored intervention.
- Review -The effectiveness of the support and the impact on the child's progress is reviewed in line with the agreed date. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil. Formal reviews with parents are conducted termly where a new IPP for the child will be drawn-up.

Current Identification of Children who need a Statutory Assessment

St Michael's will discuss requesting that the Local Education Authority (LEA) initiate statutory assessment of a child's needs if:

- Adequate progress has not been made despite provision of an individualised programme and concentrated School Support, backed up by evidence, over a period of time.
- A child is identified as demonstrating a significant cause for concern and meets the criteria for statutory assessment laid out by Essex Education Authority in their banding descriptors
- The child's needs cannot be met under the current resources available to the school.

The Code of Practice (2014) is used to ensure rigorous following of statutory procedures. Provision for children with an Education Health Care Plan is arranged depending on the content of their EHCP.

Inclusion and Admission

In consideration of St Michael's Mission Statement, the school will endeavour to develop the full potential of all children with SEND alongside their peers, in line with government and LA guidelines. We believe that most children's needs can be met and catered for in their local mainstream provision. Therefore, no child will be refused admission on the grounds that they have SEN if we believe that we can meet all of the child's needs in our school. In its partnership with the LEA and parents, the school will ensure that appropriate resources are available to enable all children with SEN to have the greatest possible access to the National Curriculum, within budget allowances.

Use of Learning Support Assistants (LSA's)

Learning Support Assistants are a valuable and extremely useful resource in ensuring that children make progress in their learning. They can be used in a variety of ways including:

1. Supporting High Quality Wave 1 teaching within the classroom.
2. Working within the classroom with a small group of children focusing on the objectives of any particular lesson that have been carefully planned by the class teacher. In order that the class teacher is equally as knowledgeable about the progress of their SEN children as children who do not have SEN, the LSA's can be used to work with other children in the classroom so that the class teacher can work with the SEN children in his/her care.
3. By working with individual or groups of children who are identified as being on School Support or those with an EHCP so that the individual targets on their plans can be addressed. It is accepted and expected that on occasion this has to be performed on an individual basis and away from the classroom to maximise concentration for the individual child although this is kept to a minimum. Careful management, planning and strategic use of adult support should focus on ensuring that these children are included as much as possible in daily school activities.

In recent years, the number of LSAs in our school has decreased due to budget constraints.

Pastoral Care Manager (PCM)

The PCM, as part of her role, works with those children who require behavioural, social and emotional support. They may, or may not be, on the SEN register. A close liaison between the PCM, SENCO and class teacher is important in ensuring that children who fall into this category of need are appropriately provided for.

Provision for Disability access

The school has made provision for disability access within the school building in the following ways:

Ramps into to school at the front of the building,

Accessible toilet

High-visibility marking on steps and hazards

Allocated disabled parking

Provision of a sensory room

Training on key areas of disability, such as hearing and visual impairment.

SECTION 3: EVALUATING SUCCESS; REVIEW ARRANGEMENTS AND PARTNERSHIP WITH PARENTS

Evaluating Success

This is done in a number of ways:

- Achievement of IPP targets
- Parental feedback at review meetings timetabled for SEN children alongside regular parent meetings.
- Pupil feedback

- Evidence of progress through curriculum based assessment and standardised test results

The SENCO and the school's senior leaders monitor classroom practice and analyse pupil tracking data and test results. The attitude and views of the child towards their provision give a good indication of its effectiveness especially levels of self-esteem and confidence. SEND is part of our school self-evaluation arrangements and is highlighted in the school improvement plan.

Review Arrangements and Partnership with Parents

We wish to fully involve parents and children in the review process and views will be sought. Parental views will be integral to the success of the person-centred planning process. Partnership with parents plays a key role in enabling children with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of children with SEND are treated as partners and supported to play an active and valued role in their children's educational development.

Children with SEND often have a unique knowledge of their own needs and views about how they can be best helped. They will be encouraged to participate in all the decision making processes and contribute to the assessment of their needs, the review and transition processes.

Review meetings for children on School Support are held at the parent evenings which take place in the autumn and spring terms. Updated and new IPPs are produced in preparation for the parent meetings where a child's progress is discussed and future targets agreed. A copy of the IPP is signed by the parents and given to them as their own personal record. Parents are encouraged to bring their children along to the parent consultation evenings so that the children can also voice their views about their progress.

In addition there are also Annual Person-Centred Meetings held for those children who have an Education Health and Care Plan or have a high level of need. These can take place at any time of the year depending on the date that the plan started. All outside agencies involved are invited to attend the meetings, and all parties including the parents and the children provide their views regarding what is working well and what may need additional consideration. The previous and future targets are discussed, agreed and finalised and copies of the paperwork are sent to SENCAN (Special Educational Needs and children with additional needs) in Braintree and to all other parties involved. This paperwork informs the targets for the coming year and is a means of ensuring that the appropriate support is available for those children with an EHCP. The outcomes agreed at these meetings are reviewed termly with school staff, parents, the child and, if possible, outside agencies.

SECTION 4: INFORMATION ABOUT THE STAFFING POLICIES AND PARTNERSHIP ISSUES

The school personnel work closely with parents of children with SEN in order to ensure that the most effective provision is allocated. We have partnerships with other organisations (e.g. SENCAN) and other outside agencies. There is also a close partnership with the feeder infant school and receiving secondary schools. The SENCO attends transition reviews for those pupils with SEN and have regular conversations with the Infant and secondary SENCOs.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise including:

- Specialist Teachers
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapist
- Community Paediatricians
- School Nursing Team
- Local Hospitals and clinics, in regards to paediatric care
- Educational Welfare Officers
- EWMHS (Emotional Wellbeing and Mental Health Service)
- BCCS (The Brentwood Catholic Children's Society counselling service)
- Children's Social Care Services
- Kidsinspire (<http://kidsinspire.org.uk/>)
- Family Solutions

Staff Training

In order to meet the demands of the Code of Practice for Special Educational Needs, there is commitment to the training of all school staff.

This may be in one of the following ways:

- External courses
- Internally organised INSET
- Visits to other schools/specialist provisions
- Time given to reading and research

SECTION 5 - THE LOCAL AUTHORITY SEND PROVISION - "LOCAL OFFER" FOR ESSEX

Details of the Local Authority SEND provision, known as the "Local Offer" can be found on the Essex County Council website at: <http://www.essexlocaloffer.org.uk/>

The Local Offer provides information on the services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is available gives parents more choice and therefore more control over what support is right for their child.

The local offer provides information on a number of things, including:

- Special educational settings
- Health
- Social care
- Other educational provision
- Training
- Travel arrangements for children and young people to schools, colleges and early years education
- Preparing for adulthood, including housing, employment and leisure opportunities.