

All Saints' Church of England Primary School

Special Educational Needs



Date	Review Date	Inclusion Co-ordinator (SENCO)	Nominated Governor
January 2019	September 2020	Therese Holden	Rahilla Ali

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We believe that... '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 education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.
- for children under two, educational provision of any kind.' (Education Act 1996)

When organising additional support, it is very important that we provide children with Special Educational Needs with a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with Special Educational Needs should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with Special Educational Needs by providing structured training on a variety of Special Educational Needs issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with Special Educational Needs within the classroom.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

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Statement of Intent

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

The school has full provision for pupils who are disabled.

Aims and Objectives

We aim:

- To identify pupils with special educational needs as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To work with other schools to share good practice in order to improve this policy.

Safeguarding Pupils with Special Educational Needs

As a school community we are fully committed to safeguarding our pupils. Children with Special Educational Needs (SEN) and disabilities can face additional safeguarding challenges. The Governing body acknowledges that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

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- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools, colleges should consider extra pastoral support for children with SEN and disabilities.

All children have access to the Peer mentors in school and the Pastoral support team. Individual SENSAs support children with EHCPs and Learning Mentors support children receiving SEN support.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Educational Needs Co-ordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;
- to report annually to parents on the effectiveness of the school's special educational needs policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the SENCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENCO, the link governor and the teaching and support staff;

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- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs;
- inform parents when special educational needs provision has been made for their child;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report annually to the Governing Body on the success and development of this policy

Role of the Inclusion Co-ordinator (SENCO)

The SENCO will:

- work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of special educational needs throughout the school;
- provide guidance and support to all staff;
- organise and manage the team of SENsAs;
- track the progress of children with special educational needs;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor;
- annually report to the Governing Body on the success and development of special educational needs

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of Class Teachers

Class teachers must:

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- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- deliver the individual programme for each pupil with special educational needs as set out in their individual provision map (if required);
- develop individual provision maps for special educational needs pupils (if required) by working closely with the SENCO and support staff;
- comply with all aspects of this policy
- undertake appropriate training;

Role and Rights of Parents

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils. (see Partnerships)
- to take part in the review of individual provision maps;
- to attend annual reviews

Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- devising their individual provision map (if required);
- setting learning targets;
- the annual review

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with special educational needs;
- admit those children with special educational needs but who do not have a Education Health Care Plan;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support

Curriculum

The school aims to provide for pupils: -

- a broad and balanced curriculum

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- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs
- Individual provision map, which identify the provision and interventions, in place closely matched to the pupil's needs

Celebration of Achievements

We will regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of school life.

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants;
- withdrawal support either individually or in small groups with specialist teachers or LSAs

Identification, Assessment and Level of Intervention

Early Identification: We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child.

Assessment: It is essential that all teachers in the school have the necessary observational skills to identify pupils with special educational needs at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs.

The school has also established a procedure for on-going diagnostic assessments and standardised tests.

Intervention: As advocated in the Code of Practice (CoP) once pupils have been identified as having SEN the school will intervene by referring to the Range of need exhibited by the pupil.

Range 1:

- Pupil is below the expected rate of attainment; up to two years behind national expectations
- Pupils experience difficulty in the acquisition of numeracy or literacy skills

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- Pupils experience problems with concept development.
- Pupils may exhibit other needs such as visual impairment or social emotional and mental health needs.

The SENCO will consider an appropriate approach such as:

- Supporting the class teacher with strategies
- Ensuring that the child is part of flexible groupings for teaching
- Provide time limited interventions or small group work based on identified need
- Some opportunity for 1:1 support with outcome closely monitored

Range 2:

- Pupil makes little or no progress
- Pupil works at levels significantly below others of a similar age.
- Pupil shows persistent difficulties in developing literacy or numeracy skills
- Pupil has sensory or physical problems which hinder progress
- Pupil experiences communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning
- Pupil presents with persistent emotional and behavioural difficulties
- Pupil has communication and / or interaction problems, which continue despite curriculum differentiation
- consult with parents /child
- advise and support the class teacher

The SENCO will consider an appropriate approach such as:

- providing different materials or equipment
- using extra staff to work closely with the pupil
- more effective strategies via staff development or training
- group support
- use of B squared, and Bradford Progress grids in order to track progress
- devising interventions and monitoring their effectiveness by providing extra adult time
- use of multi-sensory learning techniques
- consult with parents /child
- advise and support the class teacher

Range 3

- Pupil continues to persist in having difficulty with the acquisition of literacy and numeracy skills
- The pupils difficulties appear resistant to previous programmes of intervention

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- Attainment is more than 3 years behind age range related expectation despite differentiated learning opportunities and concentrated support with wave 1/2 interventions
- The pupil experiences moderate difficulties with being able to work independently and needs some adult support as well as a moderated curriculum
- Cognitive assessment by a specialist teacher or educational psychologist is likely to be significantly below average (standardised score less than 72 at the 3rd percentile or below) moderate learning difficulty.
- The pupil may have a diagnosis such as Down Syndrome

The SENCO will: -

- consult with parents
- advice and support the class teacher
- ensure an appropriate Individual Education Plan (IEP) is in place which will record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs
- ensure individual provision map reviews take place termly or at least twice a year and will record the extent to which targets have been met
- ensure that at an individual provision map review identifies and outlines the new strategies and the provision made
- A consistent structured environment may include withdrawal, which is carefully planned and monitored by the class teacher for a specific target
- May occasionally be supported in lessons by an additional adult
- Ensure relevant background information is in place

If at after several individual provision map reviews it is considered that the pupil has not progressed, then it should be considered if the pupil meets the criteria for Range 4

Range 4

Cognitive assessment by a specialist teacher or educational psychologist is likely to be significantly below average (standardised score less than 68 at the 1st percentile or below) severe learning difficulty.

- Significant difficulties in the acquisition/use of language/literacy numeracy skills, with the curriculum and out of school activities
- Significant difficulties with independent working and needs the support of an adult and personalised curriculum
- Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which require additional specialist equipment and advice from specialists
- have communication or interaction problems which prevent the development of social relationships

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The SENCO will:

- Take advice from assessment by Learning Difficulties team or and Educational Psychologist and the involvement of education and non-education professionals as appropriate
- Ensure that Bradford Progress grids are used to closely monitor progress against curriculum plans
- Ensure that individual provision map targets are short term and specific
- Parents are regularly involved in their child's education and where appropriate the child is also involved.
- ensure individual provision map reviews take place termly or at least twice a year and will record the extent to which targets have been met
- ensure that at an individual provision map review new targets are set, new strategies are outlined and the provision made
- A consistent structured environment may include withdrawal, which is carefully planned and monitored by the class teacher for a specific target
- An additional adult, **under the direction of the teacher** provides sustained targeted support on an individual /group basis
- Ensure clear monitoring of effectiveness of interventions. Additional adult should be trained to deliver interventions and support
- Ensure that a visual timetable is in place
- Ensure that **real objects** are used to support thinking skills.
- Ensure that simplified language is used with instructions chunked
- Ensure a daily individualised programme is in place for numeracy and literacy
- Ensure relevant background information is in place

A Statutory Assessment may be requested from the LA if the child still remains a cause for concern and an Education Health and Care Plan (EHCP) will be provided if the LA feels that the child requires provision beyond what the school can offer.

An Education Health and Care Plan will:

- outline details of the Local Authority's assessment of the child's special educational needs
- state the special educational provision which will be made to meet those needs
- identify the type of school which the Local Authority believes would be appropriate to make such provision
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference
- state where the special provision is to be provided otherwise than at school

The Annual Review will:

- assess the progress of the pupil in relation to the plan's targets

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- review the provision made for the pupil
- consider ending, continuing or amending the existing Education Health Care Plan
- set new targets for the following year

A transitional review, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

Partnerships

We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

In-Service Training

Identified in-service training will be undertaken in line with the school's Professional Development Policy.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops

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- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy.

Evaluation and Review

The effectiveness of the **SEN provision** provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.

A review of the **Special Educational Needs policy** document is undertaken every year. The Special Educational Needs policy is a working document and is kept under constant review. (See Policy Evaluation)

Headteacher:	John Davie	Date:	7.2.19
Chair of Governing Body:	Omraw Khan	Date:	7.2.19

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Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	✓			
• Policy in line with current legislation	✓			Yes Sept 2014 SEND legislation
• Coordinator in place	✓			
• Nominated governor in place	✓			See gov body roles and responsibilities
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				See gov body minutes dated
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy	✓			
• School personnel comply with this policy	✓			See classroom SEND files containing IEPs etc
• Pupils aware of this policy				
• Parents aware of this policy	✓			Published on website
• Visitors aware of this policy	✓			Published on website
• Local community aware of this policy				
• Funding in place	✓			See SEND budget (Bursar)
• Policy complies with the Equality Act	✓			
• Equality Impact Assessment undertaken	?			
• Policy referred to the School Handbook				
• Policy available from the school office	✓			
• Policy available from the school website	✓			Published on website
• School Council involved with policy development		✓		
• All stakeholders take part in questionnaires and surveys				
• All associated training in place	✓			
• All outlined procedures complied with	✓			
• Linked policies in place and up to date	✓			Accessibility and Disability act
• Associated policies in place and up to date	✓			Accessibility and Disability act
A statement outlining the overall effectiveness of this policy				