



**All Saints' Church of England Primary
School**

**Special Educational Needs and Disability
(SEND) Policy**

Policy Update: December 2017

Future Review Date: December 2018

Presented to Governors: December 2017

Signed SEN Governor: _____

Mission Statement

All Saints' is a welcoming school community which aims to engage the full potential of all its pupils. Within a framework of Christian teaching, the values of love, truthfulness and forgiveness underpin all that we do at All Saints'. Our aim is to develop confident, capable and caring children.

Definition

We have regard to the definition of SEN stated in the 'SEN Code of Practice' (Updated January 2015)

"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.

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

- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational Provision :

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind - SEN Code of Practice 2015

Introduction

We will provide “Quality First Teaching”
All teachers are teachers of children with Special Educational Needs. We will ensure the needs of all children are met – we are each accountable for the progress of every child we teach.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to tailor support for individuals or groups of children and thus enable them to participate fully and effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Aims

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children’s special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child’s education;
- to ensure that our children have a voice in this process.

Educational inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with, amongst other things, communication, language literacy and numeracy;
- planning to develop children's understanding through the use of all their senses and through varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- supporting children to manage their behaviour and to take part in learning effectively and safely;
- supporting children to manage their emotions, particularly trauma or stress, and to take part in learning.

Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Many of the children who join us have already been in early education. In many cases children join us with the process of assessing their needs already begun. In addition to drawing upon prior assessments all children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, teachers must refer children to the SENCO.

The SENCO will use a variety of methods, as appropriate, to identify possible areas of learning need for the pupil, possible barriers to learning and ways that we may support progress and learning for that child.

The SENCO may gather this information and begin this identification process in a range of ways including observations of the child in their learning environment, obtaining opinions from external agencies such as the Educational Psychologist, discussion with teaching staff and/or parents and possibly the use of assessments.

Depending on the information gained, parents may be asked for consent for their child to be included on the SEN register. If further information is still being gathered or a graduated response has not yet been evidenced pupils may be recorded on an SEN monitoring list. Additional support will still be carefully put in place in this instance.

The SENCO, in partnership with teaching staff, may arrange additional SEN support in any or all of the four areas:

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

The focus will be on the impact of the support provided for the individual child, rather than how children access support according to the category they are placed in.

It places emphasis on a graduated approach (assess, plan, do and review).

The aim is to ensure that the SEN provision in school for all pupils provides “high quality teaching and learning.” The teaching will be carefully matched to pupils’ needs and abilities and may therefore look different for different pupils.

The child’s class teacher will offer interventions that are different from or additional to those provided as part of the school’s usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENCO will then take the lead in further assessments of the child’s needs. Advice and assessments may be requested from outside agencies and services as appropriate.

Once special educational need is identified, four types of action should be taken to put effective support in place;

- the area of need (assess)
 - what is happening in class (plan),
 - who (is supporting) and how often (Do),
 - evaluation of the impact of intervention, outcome & next steps (Review)
- This will be known as the graduated approach.

The children on the SEN register will have a Pupil Provision Plan, completed by the teacher (with input as appropriate from the SENCO, teaching assistants, pupils and the parents.)

Where a pupil is receiving additional SEN Support, the school will ensure that appropriate staff meet with parents, at least termly, to identify desired outcomes. They will discuss the activities, provision and support that will help achieve these desired outcomes, review progress and identify the responsibilities of the parent, pupil and the school on working towards these outcomes.

If it is identified that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used generally in class. The new strategies will, wherever possible, be implemented within the child’s normal classroom setting.

Individual pupil progress at SEN Support Level will be intensively monitored four times per year by the school tracking system and personally by the Head-teacher in conjunction with the SENCO.

A full report on the progress of children will be presented to the Governing Body once per year in the Autumn term (post data release) and the identified SEN Governor will take a full challenging role regarding the progress of these children with both the SENCO and Head-teacher.

The outcomes will be shared with the parents.

Should children still not be making expected progress at an agreed level following the additional and personalised teaching, the SENCO will review the provision for the child, the progress made and decide whether the threshold may be met to request statutory assessment. If it is deemed appropriate for the child, formal assessment procedures to request an Education Health and Care Plan will be started by the SENCO in conjunction with the parents and other specialist services following the legal assessment procedures outlined in the Local Offer by Rochdale Local Authority.

Details of these arrangements are available from the SENCO at the school

In our school the SENCO works to:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs and/or disabilities;
- act as a link with parents;
- act as a link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision, and report to the governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs and/or disabilities;
- contribute to the professional development of all staff.

The SENCO ensures that all those who teach a pupil with an EHC plan (known in Rochdale as 'My Plan') are aware of the nature of the EHC Plan.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body endeavours to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for children with SEND. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is Mrs. Sonia Barton.

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC Plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed within the head teachers report.

The head teacher and the SENCO meet annually, or more regularly if needed, to agree on how to use funds directly related to EHC Plans and SEN provision.

Assessment

Early identification of Special Educational Needs or any barriers to learning is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. Early identification may be made during a home visit or within the Early Help Parental Questionnaire.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to support the planning of an appropriate programme of support.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. Alternative assessment arrangements may be made for pupils for whom the assessments carried out for the rest of the class would not be appropriate for their learning levels or would not provide an accurate assessment picture.

The LA seeks a range of advice before making a EHC Plan. The needs of the child are considered to be paramount in this.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate

work appropriately, and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with parents

The school works closely with all parents to fully support children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for children in our school. The named governor for SEND is always willing to talk to parents.

In school there are regular meetings each term to share the individual progress of children identified as having SEND with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil participation

In our school we encourage all children to take responsibility for their learning and behaviour and to make decisions. This is part of the culture of our school and relates to children of all ages.

Some children are involved in talking about their learning and progress, deciding on intended outcomes and attending review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise and celebrate success when children make considerable steps towards their intended outcomes.

Monitoring and review

The SENCO monitors the progress of children with SEN in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in writing pupil provision plans and the support offered for children. Support is available for parents in discussing, understanding and contributing to the writing and delivery of pupil provision plans. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

Special Educational Needs & Disability (SEND) Policy

The governing body reviews this policy annually and considers any amendments in light of the review findings. The SENCO reports the outcome of the review to the full governing body.