



## Special Educational Needs and Disability Policy 2017

### Principles

St Peter's Special Educational Needs and Disability (SEND) policy and information report complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

We value the importance of working collaboratively; all members of our school community are involved in producing and implementing our SEND policy and information report. It is a working document and will continue to develop and evolve in response to impact and the views of our parents, pupils and staff. We are an inclusive school and fully embrace the guidance in the SEND Code of Practice 2014.

The SENCO is responsible for the day to day operation of our SEND policy and information report. Mrs Boughey can be contacted on 01952 387980 or via email: [stpetersbratton@taw.org.uk](mailto:stpetersbratton@taw.org.uk) Mrs Martin, Acting head teacher, and our governor for SEN are responsible for overseeing the effectiveness of the implementation of the SEND policy and information report.

### Aims

Our vision at St Peter's Primary School is to 'value everyone as learners' and we endeavour to create an inclusive atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs, in which all pupils can thrive and fulfil their potential academically, physical, socially, morally, culturally, emotionally and spiritually.

Alongside this the aims of our SEND policy and practice are:

- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure that all pupils with additional needs are identified as early as possible
- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all

- To ensure that children and young people with SEND are able to partake in, and contribute fully, to school life and engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress by embedding the principles on the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum> We are aspirational in our expectations for all pupils, including those with SEND
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to respond to the four broad areas of SEN:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
- To request, monitor and respond to parent/carers' and pupils' views in order to develop effective working partnerships and ensure that parents are kept fully informed of their child's progress
- Identify issues and address them through well-targeted continuing professional development for all staff
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals. Our school nurse is Sandra Williamson on 01952 246577
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To support every child's 'wider well – being' by ensuring that consideration is given to Every Child Matters and to the social, moral, spiritual and cultural needs of each pupil
- To enable children to move on from St Peter's Primary School well equipped in the basic skills of literacy, numeracy and social independence in order to meet the demands of secondary school, life and learning

## **Special Educational Needs**

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 provisions that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (SEND Code of Practice 2014)

## **Broad Areas of Need**

We consider the needs of every pupil, identify their needs and use this information to plan what action we need to take and what outcomes are focused upon for each child.

- Communication and Interaction – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum
- Cognition and Learning – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia

- Social, mental and emotional health – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration
- Sensory and/or Physical Needs – this includes children with sensory, multisensory and physical difficulties

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and will not automatically lead to a pupil being registered as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where concerns arise relating to the behaviour of a child we will strive to identify the underlying need.

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN. Teachers will closely follow the progress of pupils whose first language is not English in line with assessment guidance. Care will be taken to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs.

Pupils in receipt of the Pupil Premium Grant are not necessarily SEN pupils but we recognise this may impact upon their progress and attainment and work to ensure they receive support to be able to fulfil their potential both academically and emotionally.

## **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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. We make ‘reasonable adjustments’ in line with current Disability Equality legislation to ensure children with a disability are able to access the curriculum.

This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

## **Identifying children who need additional support**

We identify children who may have additional needs via:

- Ongoing assessment for learning, marking and feedback in every lesson
- Tracking of attainment outcomes that indicate performance below age expected levels or a lack of progress
- Monitoring of teaching and learning programme within school including team around the child meetings
- Concerns raised by parents/carers, teachers or the pupils previous pre-school or school
- A pupil expresses concerns or asks for additional help
- Changes in behaviour or a concern that an emotional difficulty is affecting attainment and progress
- Liaison with external agencies

- Health diagnosis via a paediatrician

### **Working in partnership with parents (parent voice)**

St. Peter's Primary School believes in developing a strong partnership with parents and that this will enable children with additional needs to achieve their full potential. We recognise that parents have a unique overview of their child's needs and how best to support them and that this gives them a key role in the partnership.

The parents of all children on our SEND register will be informed to review the impact of strategies and monitor progress towards agreed outcomes for their children. All teachers are more than happy to meet with parents to discuss any concerns; after school is typically the best time. Parents should contact the school office to arrange an appointment.

Our SENCO's and leadership team are available to meet with parents at their request. Parents should contact the school office to arrange an appointment.

We regularly hold parent workshops. These all aim to foster an effective partnership with our parents. We also encourage parents to complete questionnaires and to complete Ofsted's Parent view.

Our SENCO's support parents in working with external agencies. We have found that together we can provide the most rounded picture of our pupils.

### **Considering the views of the child (pupil voice)**

At St Peter's we work closely with our pupils and teach them to be aware of their own needs and to recognise what help they may require and what may support them.

We have a school council consisting of elected representatives from each class. The school council is actively involved in decision making within school through regular meetings.

Children who are receiving additional support are involved in reviewing the impact of any additional to and different from provision through discussion at termly reviews.

We actively seek the viewpoints of all children.

Children will play an active role in creating their provision maps and pupil passports, identifying what they are interested in, what difficulties they have, what they can do to help themselves and what others can do within school to help them.

In line with the new SEND Code of Practice we are keen to develop pupil involvement and attendance at SEND termly progress reviews and in annual review meetings.

### **Systems of Support**

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement through our monitoring of teaching and learning system including; lesson observations, book scrutiny, pupil dialogue and team around the child meetings. At St Peter's we believe that high quality teaching, wave 1 provision, is the most important aspect of provision for all pupils including those with additional needs and SEND.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils. We regularly and carefully review the quality of teaching of all pupils, including interventions will be evaluated along with the views of the pupil. This review will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO's, will revise the support in light of the pupil's progress and development, deciding upon any changes to the support and outcomes in consultation with the parent and pupil.

This cycle is repeated in line with the needs of a pupil with SEND. Needs are reviewed termly. If it is felt that a child is making accelerated, sustainable progress and the gap is closed between them and age-expectations they will be removed from the SEND register. The pupil will continue to be monitored through our monitoring procedures. Children may receive additional interventions and support whilst not being registered as having SEN.

### **Education, Health and Care Needs Assessments**

Where, despite us taking relevant and purposeful action to identify, assess and meet the SEN of a pupil, the child has not made expected progress, the school in partnership with parents will consider requesting as Education, Health and Care needs assessment. Parents or external agencies are able to request as Education, Health and Care needs assessment independently.

As Education, Health and Care plan replaces a Statement of special educational needs in the new SEND code of practice. An EHC plan is a statutory document that draws together the needs of the child and the support that the child requires. An annual review must be held in addition to the termly SEN progress reviews to consider impact and review the needs of the child.

Those children who currently have a Statement of special educational needs will convert to an Education, Health and Care plan in line with guidance from the local authority.

### **Roles of Responsibility**

Governors will ensure that;

- The necessary provision is made for any pupil with SEND
- All teaching and relevant support staff are aware of the need to identify and provide for pupils with SEND
- Parents are informed about the provision for pupils with SEND
- They are fully informed about SEND issues within school
- They oversee the schools work for pupils with SEND

They will be informed through SEN report termly, Headteacher report, reviewing policy, monitoring provision mapping, in school monitoring and regular formal and informal meetings with the inclusion manager, senior leaders and other staff members.

Headteacher is responsible for;

- Ensuring that all staff are fully aware of their responsibilities for meeting the needs of all pupils and identifying those who have SEND
- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Working closely with the SENCO's

SENCO's are responsible for;

- Overseeing the day to day operation of the school's SEND policy and information report
- Coordinating the provision for pupil's special educational needs
- Ensuring that an agreed, consistent approach is adopted by all staff
- Strategic leadership of the graduated approach
- Advising on the development of the schools delegated budget and other resourcing to meet pupil needs effectively
- Liaising with parents of pupils with SEND when necessary
- Liaising with educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies especially the local authority and its support services
- Liaising with potential future providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from learning support assistants or specialist staff

Teachers are expected to;

- Provide high quality teaching, differentiated for individual pupils, this is the first step in responding to pupils who have or may have SEND; **additional intervention and support cannot compensate for a lack of high quality teaching**
- Assess pupil's needs and plan appropriate adjustments, interventions, support and learning strategies to overcome potential barriers to learning
- Review the impact of these adjustments, interventions, support and learning strategies
- Adhere to the school SEND policy and information report, ensuring procedures for identification, monitoring and supporting pupils with SEND are followed
- Liaise with parents of children with SEND
- Seek advice from the SENCO's where they have concerns about an individual or group of children and **after** they have planned appropriate adjustments, interventions, support and learning strategies

Learning Support Assistants are a valued component of our team. They are expected to be fully aware of our SEND policy, information report and procedures for identifying, assessing and making provision for pupils with SEND.

### **Staff training and development**

The Senior Leadership Team supports staff in their development of understanding and in their ability to support pupils with SEND both individually and through in house or specialist continued professional development which is incorporated within the school improvement plan.

Individual needs are addressed through ongoing monitoring and feedback. The SENCO's are involved in the performance management of learning support assistants.

Regular and ongoing attendance at local forums and national conferences along with personal reading and research ensures up to date and in depth knowledge regarding how to support pupils with SEND and to support in the development of staff knowledge and skills.

Relevant staff are accredited to Elklan to provide effective speech and language interventions and support staff in this area.

When staff join our school they undertake an induction process, this includes working with the SENCO to understand the systems and structures in place for SEND provision and practice and to discuss the needs of individual pupils.

### **Informing parents**

Each term we will send home an individual provision map which details the strategies that will be used to support a child with identified SEND and the additional to and different from interventions that will be put in place.

### **Supporting the well being of children**

We welcome and celebrate diversity. All staff believe that children learn best when they are emotionally well with high self esteem. We have a caring, understanding team supporting our children.

We recognise the significance of behavioural emotional and social difficulties for our pupils and strive to provide pastoral support along with implementing a clear behaviour policy.

We actively teach core values and emotional literacy through our PSHE curriculum. We also place emphasis on understanding bullying and supporting children who have been bullied or have bullied others (refer to Anti Bullying policy).

We offer additional provision at lunch time for identified pupils including those with SEND.

Each class from year 1 to year 6 has a 'Please MRs or Mr...' box or folder. These are used to give pupils a voice to express any worries or concerns they may have. Children write their name on a slip of paper, post it in the box or folder and their teacher will then meet individually with the children to discuss.

### **Preparing and supporting children as they join the school**

Teaching staff visit preschool establishments before children join us and liaise with external agencies where a child is identified as having an additional need.

Children have a staggered entry to St Peter's over a period of a few weeks in September, attending mornings or afternoons only, staying to lunch before staying all day. This process may be slowed and modified in response to individual need.

Children are observed for their base line levels of attainment in all areas of development as soon as they join us. This information is used to plan early interventions and targeted focus work within class.

When children join our school other than in foundation or mid-term we will gather information from parents and previous schooling wherever possible and carry out informal observations to identify attainment and any areas of need or barriers to learning. This will ensure then can fulfil their potential.

### **Preparing and supporting children as they prepare for the next stages (changing year groups, changing key stages, moving on to secondary school)**

We recognise transition is a vital time for all pupils particularly those with additional needs. During the summer term all pupils spend time with their new teacher. At this time teachers liaise closely and share

their knowledge of individual pupils. This enables staff to be fully aware of the needs of every pupil prior to them joining their class in September and also supports the emotional needs of our pupils.

In addition Year 6 pupils spend two days or more at their secondary school during the summer term. Teaching staff have meetings with secondary school staff.

Transition support we also run at our local secondary schools additional intervention for vulnerable and identified pupils.

### **Children with medical needs**

We recognise that pupils at school with medical conditions should be properly supported to ensure that they have full access to all aspects of education. We comply with recent DFE statutory guidance of Supporting Pupils at School with Medical Conditions April 2014, see Supporting Children with Medical needs policy.

Some children with medical conditions may be disabled and where this is the case we will comply with the duties outlined under the Equality Act 2010. Some may also have SEN and may have an Education, Health Care plan (statement) which brings together health and social care needs, as well as their special educational provision.

### **Including children in activities outside the classroom including school trips**

We aim for all children to be included in all activities and school trips. We endeavour to provide the necessary support to ensure that this is successful.

A risk assessment is completed prior to any off site activity to ensure that the health and safety of any pupil will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in a particular activity we will liaise closely with parents and provide a suitable alternative for the child.

### **Working with outside agencies**

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for pupils with additional needs. The school has access to the Telford and Wrekin Education Special Needs Service and SEN Consultants. There is a specialist teaching team covering hearing impairment, speech and language difficulties, preschool SEN and English as an additional language. The local authority also provides advice and formal assessment through an Educational Psychologist.

We work closely with Family Connect to seek advice and support for our families via completion of a Common Assessment Framework (CAF) and through safeguarding referrals to children's social care. The local authority has produced its Local Offer in line with statutory guidance in the SEND Code Practice July 2014. It can be accessed via the link on our school website.

### **Accessibility of the school environment**

In line with our statutory responsibilities we plan to increase over time the accessibility of our school for all pupils. We have an Accessibility Plan which details our action plan towards increasing accessibility. We have allocated disabled parking spaces, adapted toilets and widened doorways.

We promote access for disabled pupils to all aspects of our school curriculum and the wider curriculum including before and after school clubs.



### **Funding for children with SEND**

Schools are provided with resources to support students with additional needs including those with SEND. This is determined by a local funding formula. Schools are expected to ensure they meet the needs of all pupils through careful planning and expenditure of their core funding.

Where a pupil is identified as having significant additional needs and requires an Education Health and Care Plan the local authority will provide additional top up funding.

### **Storing and managing information**

Each child on the SEND register will have an individual file. These are stored on the school network and also SEN folders for hard copies. The files of pupils on the SEND register are kept in line with data protection guidance.

### **Complaints**

Working with parents is crucial in supporting our pupils. We welcome discussion with parents around any concerns or complaints they may have. We have a formal complaints procedure detailed in our school website.

### **Reviewing the policy and SEND information report**

Our policy and SEND information report are working documents and will be reviewed annually in line with impact and comments from staff, parents and pupils