

# Banks St Stephen's C of E School



**“Belonging Serving Succeeding”**

## **Special Educational Needs Policy**

Responsible Person: Mrs J Owen (Head Teacher)

Contact: [head@bank-st-stephens.lancs.sch.uk](mailto:head@bank-st-stephens.lancs.sch.uk)

SEN Coordinator: Mrs M Mussell (Deputy Head)

Contact: [m.mussell@bank-st-stephens.lancs.sch.uk](mailto:m.mussell@bank-st-stephens.lancs.sch.uk)

SEN Governor: Miss E McQuirk

Contact: [bursar@bank-st-stephens.lancs.sch.uk](mailto:bursar@bank-st-stephens.lancs.sch.uk)

Policy reviewed: May 2021

Next review date: May 2022

## **INTENT**

At Banks St Stephen's we are committed to go high standards and determined to ensure children have every opportunity to succeed. We are ambitious for every child and give them the chance to shine and flourish. We provide a high quality of education encouraging each pupil to develop his or her full potential in a caring, friendly and secure environment.

We aim to provide an education designed for the development of the whole child, (including social, physical, intellectual, cultural and moral development). We raise the aspirations and expectations of all our pupils with SEN and therefore provide a focus on outcomes for children.

## **LEGISLATIVE CONTEXT**

The Children and Families Act 2014 requires the governing bodies of maintained schools to publish a report on their website detailing how they have implemented their policy for pupils with Special Educational Needs and Disabilities (SEND) and the outcomes for these pupils. This 'SEN Information Report' is available to view on the school's website:

[http://www.bank-st-stephens.lancs.sch.uk/index.php?category\\_id=45](http://www.bank-st-stephens.lancs.sch.uk/index.php?category_id=45)

## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice – 25 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- The Special Education Needs and Disability Code of Practice 0-25 – (April 2020)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Children & Families Act 2014
- Working together to Safeguard Children 2018

## **DEFINITION OF SEN (SPECIAL EDUCATIONAL NEEDS)**

*A child or young person has special educational needs if he or she has a **learning difficulty** or a **disability** which calls for **special educational provision** to be made for him or her.*

### **Section 20(1) of the Children & Families Act 2014**

a) has a significantly greater difficulty in learning than the majority of others of 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.

### **Section 20(2) of the Children & Families Act 2014**

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

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 includes children and young people with long term and substantial adverse effect on their ability “to carry out normal day to day activities”

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

All pupils with medical conditions have a care plan which is drawn up with parents by the school nurse and the Head teacher. This is reviewed annually or sooner if required. Staff receive appropriate training according to the medical condition. Arrangements are in place through the Medical Needs Policy for the administration of any medicines required to manage the condition. Pupils are encouraged to play a full part in the life of the school and reasonable adjustments are made to cater for any disabilities/medical needs.

## **ADMISSION ARRANGEMENTS**

Pupils with special needs are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with

- a) The provision of efficient education for the children with whom he/she will be educated
- b) The efficient use of resources.

## **MANAGEMENT OF SEND**

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCO who has Qualified Teacher Status. They have adopted the principles of the Code of Practice 2014 and the Equality Act 2010.

The SEND Code of Practice makes it clear that class and/or subject teachers are directly responsible and accountable for all pupils in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. The responsibility and accountability for the progress and development of pupils with SEN lies with the class or subject teacher, not with the SENCO or the learning support department.

This diagram illustrates the key role for teachers in the reforms. The child at the centre and the classroom and subject teachers at the heart of the new SEN support system, driving the movement around the four stages (assessing need, planning support, do or implementing the support , reviewing the impact of support) of action, with the support guidance of the SENCO , specialist and engaging parents in the process.

All teachers have responsibility for pupils with SEND in their class.

Teachers focus on outcomes for the child being clear about the outcome wanted from any SEN support.

They are responsible for meeting special educational needs by:

- Using the SENCO strategically to support the quality of teaching
- Evaluating the quality of support and contribute to school improvement.
- Having high aspirations for every pupil
- Setting clear progress targets for pupils and being clear about how the full range of resources are going to help reach them.
- Involving parents and pupils in planning and reviewing progress, seeking their views and providing regular updates on progress.

The named SENCO is Mrs M Mussell who has been SENCO since 2018 and qualified for the National SENCO award in 2012. As Deputy Head and SENCO, Mrs Mussell is a member of the Senior Leadership Team.

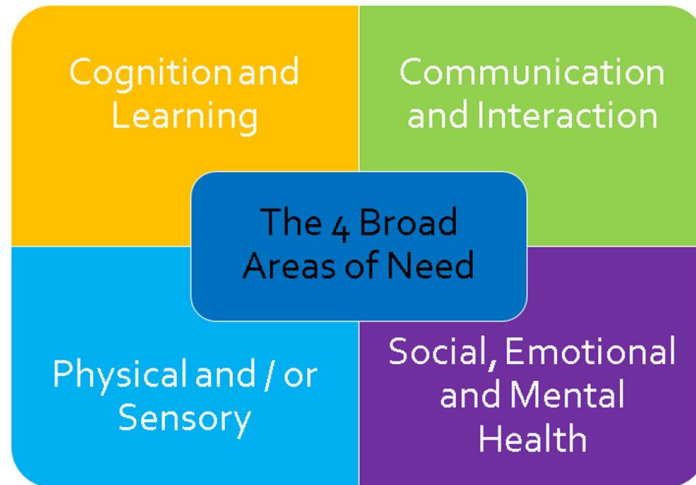
### **The SENCO is responsible for:**

- Overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- Liaising with and advising teachers and teaching assistants
- Overseeing the records on all children with SEN
- Liaising with parents of children with SEN (in conjunction with class teachers)
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and speech and language therapists

The SENCO is responsible for reporting to the SEND governor and governing body. The governor responsible for SEND is Miss E McQuirk.

## IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014:



Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress;

- Disability
- Attendance and punctuality
- Health, welfare, home life
- ACEs (Adverse Childhood Experiences)
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)

The SENCO uses a number of indicators of special educational needs:

- The analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments
- The Special Needs Assessment Profile (SNAP A) tool for specific learning difficulties
- The following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; these are called the Additional Needs register and the Special Educational Needs register. These lists are reviewed each term when an analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

### **DEFINITION OF EDUCATIONAL PROVISION:**

**Educational or training** provision that is **additional to, or different from**, that made generally for others of the same age in

- (a) mainstream schools in England,
- (b) maintained nursery schools in England,
- (c) mainstream post-16 institutions in England, or
- (d) places in England at which relevant early years education is provided

### **Section 21(1) of the Children & Families Act 2014**

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map, Individual Education Plan (IEP) and Individual Behaviour Plans (IBP) record a graduated response to individuals.

The range of provision may include:

- Class support for small groups with a teacher or Teaching Assistant (TA)
- Small group withdrawal
- Individual class support
- Further differentiation of resources
- Additional resources
- Individual and group interventions
- Provision of alternative learning materials/ special equipment
- Pastoral support
- Staff development/training to undertake more effective strategies
- Access to specialist services (health services, educational psychology, specialist teacher service, child and family wellbeing service etc.)

### **RECORD KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Parents' comments/evaluations
- Information on progress (and at times behaviour)
- Pupils' own evaluations
- Information from health/social services
- Information from other agencies
- Record of meetings

These records may be paper or electronic copy. School uses the CPOMs system to record information.

### **INDIVIDUAL EDUCATION AND BEHAVIOUR PLANS**

All pupils recorded as having additional or special educational needs will have Individual Education Plans (IEPs) or Individual Behaviour Plans setting out targets and any provision made that is additional to and different from usual classroom provision. For pupils with an EHCP, provision will meet the recommendations on the plan.

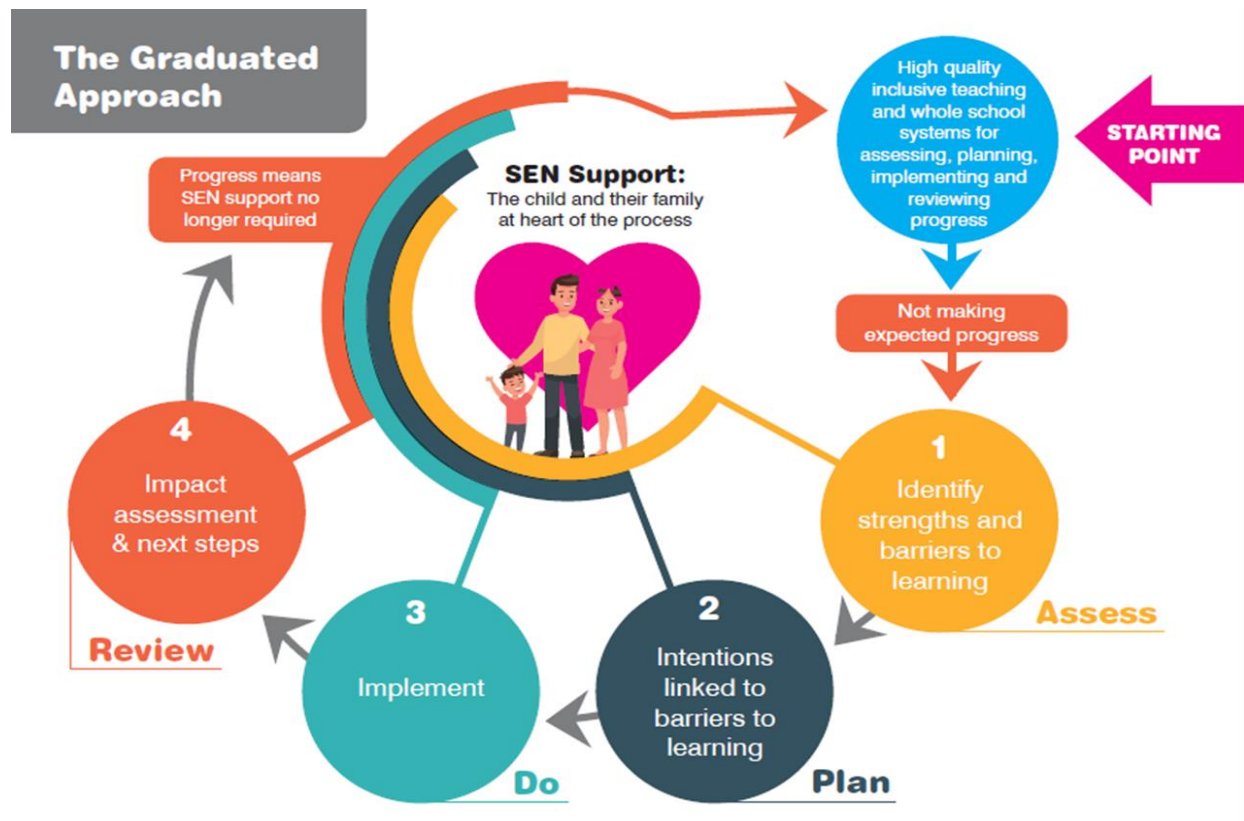
## REVIEWING AN INDIVIDUAL EDUCATION PLAN

Individual Education Plans will be reviewed at least three times a year by the teacher, parent and pupil. Parents will be provided with a copy.

## IMPLEMENTATION AND IMPACT

### GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEN Code of Practice.



SEN support arises from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess – Consider the experience of pupils, previous progress and attainment and views of parents and pupils, take advice from external support service to inform assessment if necessary
- Plan – outcomes sought for pupils, adjustments, interventions and support put in place, expected impact on progress, development and behaviour is planned and a date for review is set
- Do - Work closely with TAs or specialist staff, SENCO supports class teacher
- Review - evaluating impact, outcomes achieved and planning next steps

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

In this spiral of support, the graduated approach draws on more personalised approaches, frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

### **REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LA when, despite an individualised programme following the advice of a specialist teacher or EP, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past IEPs
- Evaluations
- Current levels
- Other relevant assessments from specialists such as Speech and Language Therapists and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Any other involvement by professionals

### **EDUCATION HEALTH CARE PLANS**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of outcomes and provision for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in IEPs
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified



## **REVIEWS OF THE EHCP**

EHCPs must be reviewed annually and bi-annually for pupils under the age of five. These are Child Centred Reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team (if appropriate)
- The Educational Psychologist (if appropriate)
- Any other person the SENCO or parent/carer considers appropriate – This may be any other professionals currently supporting the child

### **The aim of the review will be to:**

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transitions reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. This also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code of Practice, the SENCO will complete the annual review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

## **PARTNERSHIP WITH PARENTS/CARERS**

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support if necessary/requested
- Working effectively with all other agencies supporting children and their parents/carers
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate access arrangements
- Encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services (if necessary)

## **INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, assessment for Learning)
- Self-review their progress and set new targets

## **SPECIAL PROVISION AND ACCESSIBILITY**

### **Statutory Responsibilities**

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

We have a school Disability Equality Scheme that includes an accessibility plan (available through school). Our school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability.

The school has the following special facilities:

- Wheelchair access
- Disabled car parking space
- Disabled toilet with hand rails
- Individual adaptations will be made for specific pupils where possible

Please see our local offer for more detail.

## **COMPLAINTS**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the SENCO and then by the Head Teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

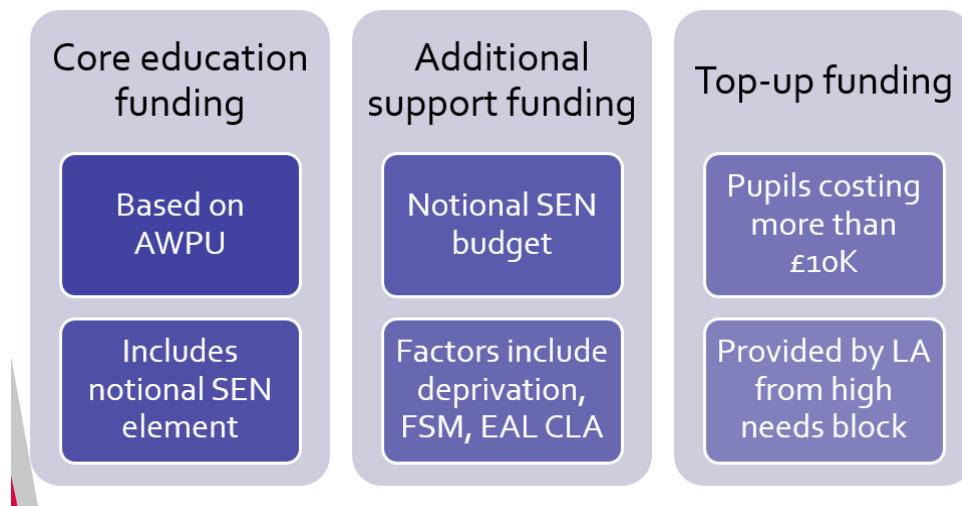
- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## HEALTH AND SAFETY

Banks St. Stephen's School accepts its responsibility to provide, as far as is reasonably practicable, a safe and healthy environment for all its stakeholders. The school will take all reasonable steps to meet this responsibility and expects the appropriate support from children, staff and other personnel to ensure a positive outcome.

## TRAINING AND RESOURCES

### SEN funding - Mainstream schools



We are committed to keeping staff up to date on changes and current issues in special needs. The SENCO attends local clusters and staff development takes place within school through the SENCO and outside agencies including the Inclusion Service.

The governors ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENCO.

The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop her skills through attendance at specialist training and through discussions with outside specialists. The SENCO holds the National SENCO Award. Other teaching staff will be kept up to date informally by the Head/SENCO and formally at staff meetings and training.

Teaching assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by in-house training and attendance on specialist courses. Records of all training are kept in school.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. They have a yearly appraisal cycle and training needs are discussed.

### **STORING AND MANAGING INFORMATION**

Documents relating to pupils on the SEND register will be stored with their Pupil File in filing cabinets in the Head Teacher's office; these cabinets are locked. SEND records will be copied and passed on to a child's next setting when he or she leaves Banks St Stephen's. The school has a Confidentiality Policy which applies to all written pupil records. School will adhere to its Privacy Notices (see website for copies).

### **REVIEWING THE POLICY**

The SEN policy is reviewed annually.

### **BULLYING**

School has an anti-bullying policy which can be accessed via the policies tab on the school website.

Any incidences or reports of bullying are taken very seriously and logged on CPOMS.

### **SAFEGUARDING**

Safeguarding children in schools is about fostering a culture where children come first.

All staff who work with children and young people with SEND are aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

### **APPENDICES**

The schools SEN Information Report, 2022 can be found at [http://www.bank-st-tephens.lancs.sch.uk/index.php?category\\_id=45](http://www.bank-st-tephens.lancs.sch.uk/index.php?category_id=45)