

# Banks St Stephen's C of E School



“Belonging Serving Succeeding”

## Special Educational Needs Policy

Responsible Person: Mrs J Owen (Head Teacher)

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SEN Coordinator: Mrs M Mussell (Deputy Head)

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SEN Governor: Miss E McQuirk

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Next review date: March 2021

## **AIM**

At Banks St Stephen's we are committed to quality 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
- SEND Code of Practice 0 – 25 (2014)
- 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

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

The Special Educational Needs and Disability Code of Practice (0-25) 2014 states that:

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

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. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Teaching Assistants play a role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred. 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;

- ✓ Communication and Interaction (C and I)
- ✓ Cognition (Cog)
- ✓ Social Emotional and Mental Health difficulties (SEMH)
- ✓ Sensory and/or Physical. (S/P)

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
- ✓ English as an additional language (EAL)
- ✓ Being in receipt of the Pupil Premium. (PP)
- ✓ Being a Looked After Child (CLA)
- ✓ Being a child of a service woman/man.

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 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 SEND 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.

### **CURRICULUM ACCESS AND PROVISION**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs. 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, and in some cases an Individual Education Plan (IEP), records a graduated response to individuals.

The range of provision may include:

- \* in class support for small groups with a teacher or Teaching Assistant (TA)
- \* Small group withdrawal
- \* individual class support
- \* further differentiation of resources
- \* additional resources used
- \* interventions
- \* provision of alternative learning materials/ special equipment
- \* pastoral support
- \* staff development/training to undertake more effective strategies
- \* access to Specialist Teaching (SALT, OT) and Educational Psychology Service

### **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)
- \* Pupil's own evaluations
- \* Information from health/social services
- \* Information from other agencies
- \*Record of meetings

These records may be paper or electronic copy

### **TARGETS AND INDIVIDUAL EDUCATION PLANS**

All pupils recorded as having additional or special educational needs will have Individual Education Plans (IEPs) 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 three times a year by the teacher, parent and pupil. Parents will be provided with a copy.

## **CODE OF PRACTICE GRADUATED RESPONSE**

The school adopts the levels of intervention as described in the SEN Code of additional support to make progress. The SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. External support services may advise on targets for an IEP and provide specialist inputs to the support process. IEPs will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- ✓ Still makes little or no progress in specific areas over a measured period
- ✓ Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- ✓ Continues to experience difficulty in developing English/Maths skills
- ✓ Has emotional problems that substantially impede their learning
- ✓ Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists (A Care Plan may also be in place)
- ✓ Has significant communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting Education Plan may incorporate specialist strategies which will be implemented by the class teacher, teaching assistant or other adults.

## **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 school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives 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 5. 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, 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 of SEN.

### **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). Where appropriate all 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.

### **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.

## **OBJECTIVES**

The objectives of our policy are:

To identify pupils with SEN as early as possible and to make appropriate intervention. This includes:

- ✓ To identify pupils of all ability who are underachieving and to act upon this;
- ✓ To identify and provide for pupils who have special educational needs and additional needs
- ✓ To support children to make the best progress of which they are capable;
- ✓ To maintain appropriate records and to monitor pupil progress;
- ✓ To provide full access to the National Curriculum. By providing participation for pupils with SEN the promotion of good practice for all pupils will be encouraged;
- ✓ To develop partnership with parents in the education of their child;
- ✓ To encourage success for all pupils, whatever their level of ability;
- ✓ To continue to develop a whole school approach providing support and advice for all staff involved in meeting the needs of pupils.
- ✓ To work within the guidance provide in the SEND Code of Practice, 2014. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs

## **TRAINING AND RESOURCES**

SEN is funded from the school’s budget.

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.

## **APPENDICES**

The schools SEN Information Report, 2020 can be found at [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)