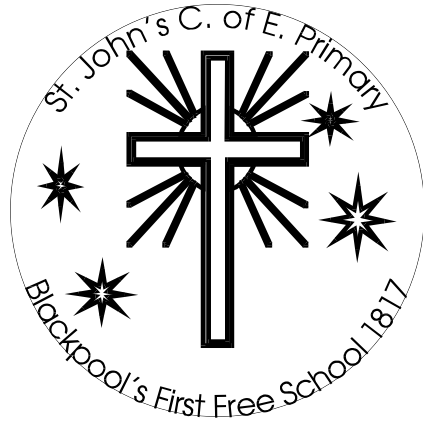


St John's CE Primary School



Special Educational Needs (SEN) Policy

Review period: 1 year

Date policy last reviewed: September 2019

Person Responsible for Policy: Mr. M. Corser

St. John's C.E. Primary School

Special Needs Policy

Introduction

At St. John's C.E. Primary School we regard each of the children in our care as special and unique individuals; indeed our Mission Statement highlights this fact:

"Everyone Matters in God's World"

We recognise the entitlement of every child to have full access to a broad, balanced and differentiated curriculum, irrespective of gender, race, colour, religion or particular needs.

The new Code of Practice (2014) states that :

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".

We aim to provide quality learning experiences within a happy, purposeful, stimulating environment where each child is encouraged and inspired to fulfil his or her potential. Our aim is to develop the whole child intellectually, physically, emotionally, socially and spiritually. We strive to foster a caring family atmosphere where children take responsibility for their actions and we expect high standards of behaviour and respect for other people and their possessions.

This policy will act as an "umbrella" policy for other school policies in that, along with the aims of the school, it will provide the philosophical framework for them, giving guidance on planning, teaching and assessment with specific reference to children who have special educational needs. This document is designed for all teaching staff, all staff with classroom responsibilities, school governors, inspection teams and LA advisor/inspectors. Copies are provided for all teachers, for the chair of the Governors Curriculum & Standards Committee (to be made available to any governor on request) and for the Head teacher (to be made available on request to supply teachers, support staff, trainee teachers and parents). An additional copy is kept in the office for LA advisers or inspection teams.

Principles

The Head Teacher, Staff, and Governors at St. John's are committed to the integration of children with Special Needs.

We aim to provide access to a broad and balanced curriculum, but also to offer small group support, or individual help, where children have specific needs.

As a Church school, we aim to develop an ethos of care, empathy, and understanding. This is essential when dealing with children with Special Needs, who may have low self-esteem.

All children will be valued, and we aim for all children to experience success, and achievement, and to reach their full potential.

All our objectives have regard to the School Mission Statement.

Objectives

In order to meet the special educational needs of our children at St John's, we aim to:

- Identify those children who have SEN as soon as possible,
- Provide intervention at a suitable level when a child is identified as having SEN,
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the curriculum,
- Assess and keep records of the progress of children with SEN,
- Use resources effectively to support children with SEN,
- Work with outside agencies who provide specialist support and teaching for children with SEN,
- Inform and involve the parents of children with SEN so that we can work together to support our children,
- Encourage active involvement by the children themselves in meeting their needs,
- Provide ongoing training for all staff working with children with SEN,
- Support the Every Child Matters agenda within the school.

Admission Arrangements

All admissions to the school are based upon the school's 'Admissions Policy'.

There is no special unit attached to the school.

Children experiencing difficulties will be supported within the classroom by their Class Teacher and T.A. and may be supported by one of the Inclusion Team, or withdrawn for Specialist Support.

Mrs K. Blackburn is the Governor with responsibility for SEN at St John's CE Primary School. She has regular contact with the SENCO and the Senior Management of the school to keep up to date with and monitor the school's SEN provision. School must make an annual report to parents on the current SEN provision.

Mr Michael Corser (SENCO) is responsible for the arrangements for SEN provision throughout the school.

- Has responsibility for the day to day operation of the SEN Policy
- Maintains a register of children with SEN, and ensures that the records of children with SEN are up to date.
- Works closely with both teaching and support staff in co-ordinating provision for our SEN children
- Manages 5 inclusion support assistants employed to support children with SEN throughout the school.
- Works closely with parents of children with SEN
- Liaises with outside agencies to gain advice and support for children with SEN
- Leads staff training on SEN issues.

The SEN support staff consist of:

Special Needs Co-ordinator (SENCO): - Mr Michael Corser

Assistant SENCO:- Miss Jodie Shorrock

Inclusion Support: Mrs. Jacqueline Walsh, Miss Becky Preece, Mrs Jenny Bryce, Mrs Mel Emery, Mrs Fran Farrow

Learning Support: Mrs Sue Blinkhorn, Mrs Anne-Marie Johnston, Mrs Sam Randle, Mrs Michelle Campbell, Mr Craig Whitehouse, Mrs Sharon Dixon, Mrs Dot Stanton, Mrs Wendy Capper and Mrs Mandy Hardisty.

Children and Family Engagement Manager: Mrs Kate Taylor

Learning Mentor: Mrs Fran Tiribocchi

The school employs learning support assistants to support the SENCO in delivering learning programmes to children with SEN throughout school. They are deployed as follows:

Assistants work with individual children and with small groups to develop specific skills identified by the class teacher. They meet with the Assistant SENCO on a regular basis to discuss resources and approaches, who in turn meets with the SENCO to discuss progress.

In Y2 and Y6 children are supported in smaller groups for literacy and numeracy and 5 mornings a week. The SENCO and Assistant SENCO carry out diagnostic assessments of individual children. They plan and review targets with children, class teachers, teaching assistants and parents in both key stages at the beginning and end of each review cycle.

Children with Education Health Care Plans are supported on an individual basis by TAs employed by the school. This is funded from the delegated funding by the LEA and 'topped up' by Blackpool Education Authority.

The school employs a Family Engagement Manager and a Learning Mentor who work on a daily basis in school with individuals and small groups to support their emotional and behavioural needs.

A learning support assistant supports children in school with their speech and language.

Support Agencies may provide additional support and advice.

These include:

Educational Psychologists

Early Years Support Team

Student Support Team

SERF Staff

Speech & Language Specialists

School Nurse

CAHMS

Complex Learning Team

Occupational Therapists

Family Support Workers

The school has a small teaching room/office called The Hive, situated on the first floor and two Intervention rooms on the second floor: The View and The Zone. The Learning Mentor and Pastoral Care have a room on the ground floor

Access to the National Curriculum

All class teachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement.

A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies to enable access are:

- differentiation of the curriculum to match tasks to ability
- activities offer challenge at all abilities
- use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- use of TAs to provide additional support within literacy and numeracy lessons.
- small withdrawal group and 1:1 teaching by the SEN staff
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy
- access to extra-curricular clubs, and to the social life of the school
- In-Service training for all staff on the needs of children with SEN

Initial Identification

At St John's CE Primary School we identify children with SEN as early as possible, through regular contact with our feeder Early Years settings and by assessment at the

start of the Foundation Stage Year. Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life.

In the Foundation Stage and Years 1 and 2 the assessments used are:

- Baseline scores at the start and end of the Foundation Stage
- termly assessments of progress using Klips
- annual Teacher Assessment sheets for core subjects.
- the end of Key Stage 1 SATs tests
- Sandwell Numeracy test
- Phonics test
- Wellcomm Speech and language assessment
- Salford reading Test

In Key Stage 2 the assessments used are:

- ongoing profiles of progress towards objectives in all curriculum areas;
- termly assessments of progress, using Klips
- annual Teacher Assessment sheets for both core and foundation subjects;
- the end of Key Stage 2 SATs tests.
- Salford Reading Test
- Single Word Spelling Test

The tests used in school for diagnostic purposes are

- British Picture Vocabulary Scale (BPVS)
- Neale Reading Test
- Young's Spelling Test
- York Reading Test
- Letters and Sounds phase assessments
- ABC assessment test
- Sandwell Numeracy assessment test

Physical or medical difficulties are discussed when pupils are admitted to the school, and entered on the Admissions card which is signed by the parents. The Class Teacher is informed, and the information is passed on to the SENCO. If the medical problem is likely to affect the child's ability to learn, such as Hearing/Visual Impairment, the SENCO will record the details, and ensure that Staff is aware of the likely problems after liaison with parents and the School Nurse.

Learning difficulties are initially identified based upon the Class Teacher's professional judgement. Concerns are registered with the Special Needs Co-ordinator. Parents are contacted to discuss any problems.

Assessment is initially based upon the National Curriculum statements, Reading/Spelling Tests, BPVS, Foundation Stage Profile or Baseline Assessment on entry.

Children moving in from other areas who are experiencing difficulties will be assessed to specify areas of weakness.

Triggers for further intervention are:

We recognise that there is a wide range of SEN among our children and match the level of intervention to each child's needs. The trigger for further intervention is "making less than expected progress given their age and individual circumstances."

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

Roles and Responsibilities

School Action: Class Teachers

- The Class Teacher is responsible for the initial identification of a pupil's SEN through observation of classroom practice and on-going assessment.
- It is the Class teacher's responsibility to inform the SENCO of their concern. A decision will be made together, to implement action.
- The Class Teacher must invite parents/guardians to a meeting to discuss concerns, and decide on a plan of action.
- At this meeting, a review meeting will be arranged to review progress.
- The Class teacher must keep the SENCO informed of any developments between reviews.

SENCO 's Role

- It is the SENCO's responsibility to collect and collate all available material and information held by the school. They may also undertake or arrange further assessment.
- The SENCO must monitor the work of the Class Teacher, to ensure that appropriate strategies have been formulated, and resources are available.

- The SENCO must ensure that there are adequate resources to meet the needs of all pupils experiencing difficulties.
- Provide advice and support to the Class Teacher, and contact outside agencies for advice if necessary.
- Arrange additional support where appropriate, and as the budget allows.
- The SENCO reviews progress twice each year.
- Is responsible for all relevant paperwork for external agencies etc.
- Liaises with outside agencies to provide support and advice for the pupil, parent and teacher.
- Is responsible for the Provision Map in association with any outside agencies.
- Continues to monitor all paperwork and work files etc.
- In consultation with the Head Teacher, and outside agencies, makes the decision to proceed to request formal assessment, where necessary.
- To pass on detailed information about Year 6 children to the relevant High Schools. The High School SENCO's are contacted at the start of the summer term to discuss transition to High school. Transition books, photographs and visits are made to suit individual needs.

If the child fails to progress sufficiently, a request may be made to the PSAM panel to consider the need for statutory assessment.

The LEA considers the need for an Education and Health Care Plan, and if appropriate, makes arrangements to monitor and review provision.

One Page Profile

Children identified as having Special Needs may have a One Page Profile or Learning Profile. At this stage, the child's Class Teacher will remain responsible for providing the child with appropriate differentiated work.

The targets should be evaluated, and as a result of the evaluation, new, or simplified targets should be given. The 1PP. should give information about the child's strengths and weaknesses, and how the targets may be achieved, and who will be responsible.

If a small group of children have similar needs, a Group Plan may be written, with targets for the group.

If a child fails to make adequate progress after two reviews, or if a specific problem is identified, appropriate action will be taken. This may mean calling in a Specialist e.g. the Psychologist, Student Support team, Visually Impaired Specialist Teacher etc. or simply updating with new targets.

Progress will be reviewed regularly, at least twice a year, and more often if necessary. The parents, Class Teacher, Head Teacher, SENCO and any Specialist involved may be invited to the Review. The child, where appropriate will be consulted as to how he/she views the programme.

The SENCO will regularly monitor all of the children on the Special Needs Register. Regular testing is carried out in school for assessment purposes, and copies of all test results are studied carefully. If children are falling behind, appropriate action will be taken. Sometimes this additional support may only be necessary for a short period.

Governors

The Governors, will be kept informed, as children move through the stages.

The Governing Board evaluates the success of SEN provision through reports from the Governor with responsibility for SEN, and updates to the Curriculum and Standards Committee from the SENCO. The Head Teacher's report to the Governing Board also covers SEN developments.

The Governing Board, through the School Development Plan, ensures that relevant Inset for Staff is provided.

Parental Involvement

We aim to fully involve parents, and ask them to co-operate by hearing reading, helping with spellings and supervising homework. Parents are welcome to help in school.

The parents and carers of children with Special Needs are welcome to come in to share information or concerns with Mr Corser, Mrs. Galloway or the class teacher.

There is a Drop-In facility available during registration time each morning or by appointment, at other times.

We aim to provide resources at the appropriate interest level, but also the correct reading level. We have added to existing resources, supplementing popular schemes, and investing in new material.

Resources

Resources are constantly reviewed and updated. Children learn at different rates, in a variety of ways. We aim to provide a multi - sensory approach to learning, especially for those children with a specific learning difficulty.

The allocation of funds for Special Educational Needs has equal status with other subjects.

The Special Needs Area should be stimulating and conducive to learning. Materials should be attractive and set out to promote children to be selective and independent in their choice of reading material.

Practice

Our aim is to integrate the child with Special Needs so that he/she feels a valued member of the school.

We aim to do this by: -

- providing opportunities for success at all levels.
- providing a supportive environment where the child is not afraid to make mistakes.
- differentiating the tasks so that there is a good match between the child's ability and the task.
- being flexible in our teaching styles - not all children learn in the same way - the child should be taught the way he/she can learn.
- celebrating success - make the child feel important by sharing in their achievements.

Complaints

The SENCO, Mr. Michael Corser, will in the first instance, deal with complaints from parents of pupils with Special Educational Needs.

If the parents wish to pursue the matter further, the Chair of Governors should be approached.