



St. Nicholas C of E Primary School

Special Educational Needs (SEN) Policy

Our Vision Statement

“The core purpose of St. Nicholas Church of England Primary School is to maximise the learning potential of every pupil within the love of God as demonstrated in the life and ministry of our Lord Jesus Christ.”

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Introduction

The SEND Code of Practice 2015 says that a child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A learning difficulty or disability means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age; or
- b) has a disability, which either prevents or hinders the child from making use of facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Policy objectives

In order to meet the special educational needs of our children at St Nicholas C of E Primary School we must:

- 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 National Curriculum.
- use resources effectively to support children with SEN.
- assess and keep records of the progress of 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 on-going training for all staff working with children with SEN.

The National Picture

“In England, around 1.7 million school age children have SEN. These pupils achieve less well than their peers, are disproportionately from disadvantaged backgrounds and are more likely to be absent or excluded from school.

If teaching was better in some of the schools, many of these pupils would not be identified as having special educational needs...current systems focus too much on whether pupils receive additional services, and too little on the impact of their support.”

Ofsted: The special educational needs and disability review (14 September 2010)

What do we do for Pupils with SEN at St Nicholas C of E Primary?

At St Nicholas we have high aspirations for all students, including those who have special educational needs. We focus on enabling them to make the best possible progress, and to increase their independence, so that they are well prepared for their futures.

We ensure teaching is strong so that staff meet the needs of our SEN pupils, and provide well targeted challenge in lessons. At St Nicholas we ensure those pupils in most need receive the most expert support.

We monitor and evaluate pupils’ progress robustly ensuring that our identification of children with SEN, and the support provided, meets the needs of that individual in the best ways possible using our strong links with other partnerships across education, health and social care. A great deal of information is gathered about the holistic child which is then analysed to inform developments; and used to support the academic, personal or social targets for them.

At St Nicholas we try our best to take into account the needs and views of the child when devising a curriculum and the type and style of support for them. We aim to meet the needs of all pupils including those with the most complex, social and emotional difficulties.

At St Nicholas we are creating a culture of ambition, drive and enthusiasm to ensure that all pupils, including those with SEN are given every opportunity to learn and reach their potential.

Everyone at St Nicholas C of E Primary School is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life.

Co-ordinating SEN Provision

The Governing Body, together with the Headteacher, determine the general policy and approach, establish the appropriate staffing and funding and maintain a general oversight of the work done in school.

There is a named SEN Governor: Mrs A Darruzzaman.

Our SEND information report is reviewed annually by the Full Governing Body. The effectiveness of the resources devolved from the school's budget to SEN provision, number of pupils receiving support and movement on the SEN register are all monitored and evaluated. Issues may be referred to other sub-committees such as Resources Committee. A report on the SEN policy and provision forms an integral part of Governor termly meetings.

The Special Educational Needs Co-ordinator (SENCo)

The SENCo has responsibility for the operation of the school's SEN Policy. She works closely with the Inclusion Manager, both the Senior Leadership and Senior Management Teams and all staff to co-ordinate provision via the 'Graduated Response.' The appointed SENCo is: Mrs Kitchen; her key responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating provision for children with SEN
- Directing Teaching Assistants (TAs)
- Developing and maintaining effective records for all pupils with SEN
- Liaising with parents of children with SEN
- Leading training for teaching and support staff
- Liaising with external agencies including the LEA's centrally funded support services, Educational Psychologist, medical and social services as appropriate and necessary
- Producing appropriate Individual Education Plan's (IEP) and Provision Maps
- Providing support and advice to colleagues
- Ensuring that all curriculum initiatives have a special needs element
- Ensuring that cross-phase transfer, particularly into/out of the school is carried out sympathetically
- Keeping abreast of current policy changes and practice to ensure that the school is providing the best possible support for pupils, staff and parents.

The SENCo is also responsible for maintaining the school's SEN Register. This document is kept electronically and updated at least once per term, following reviews and discussions with staff, external agencies and parents.

The Deputy Headteacher

The Deputy Headteacher and Inclusion Manager, Miss C Taylor, has the overall responsibility for the management of SEN provision.

Teachers

“Provision for children with special educational needs is a matter for the school as a whole. . . . All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.”

Special Educational Needs Code of Practice: January 2015

The class teacher is responsible for the identification of a learning, behavioural or other educational need. They plan and set work for different abilities within the class, use a range of approaches and strategies and monitor progress and achievement. All receive training and updated knowledge on current policy and practice and the needs of all pupils are considered when curriculum changes are made. If an intervention is deemed to be necessary in order to further support a child in their class, they are responsible for the delivery.

Class teachers are also responsible for the way in which they deploy teaching assistants or other support (although intervention strategies, etc. may be decided upon at Senior Management level).

The SENCo is able to provide advice and suggest different approaches or resources.

Admission Arrangements

All pupils admitted into St. Nicholas C of E Primary School do so according to the criteria set out in the school’s Admissions Policy. The Special Educational Needs and Disability Act 2001 delivers a strengthened right to a mainstream education for children with special educational needs and the school has due regard for this Act. The Governors and Headteacher will take “all reasonable steps” to abide by the Inclusive Schooling Guidance provided by the DfES (November 2001). We also have due regard for the Equality Act (2010).

On admission, either on entry to Year R or later in the primary phase, a pupil will be assessed. Baseline assessments are carried out within the first few weeks of schooling. The EYFS Profile is used throughout the Reception year. Parental interviews, frequent observations and on-going assessments ensure that all aspects of the Early Learning Curriculum are covered and that any concerns are acted upon. Simple phonic and reading assessments, etc. are used within the first few weeks of a pupil being received from another school and records/reports are requested using the transfer system. Parents are asked to inform us of any previous support or concerns as they register their child.

In this way we hope to identify any child who may need additional learning or other support as soon as possible (see Curriculum Guide).

When a pupil with an existing Statement of Special Educational Need / Education, Health and Care Plan is admitted to the school, special arrangements are made in order to ensure that the facilities and support needed are in place and that every effort has been made to facilitate that transfer. Liaison with all concerned is essential and is undertaken prior to the child’s arrival in school.

Access to the National Curriculum

The SEN provision at St Nicholas C of E Primary is based upon the inclusion statement in the National Curriculum 2013 document that:

“A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving...With the right teaching, that recognises their individual needs, many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life” and that any “potential areas of difficulty should be identified and addressed at the outset of work.”

The national curriculum in England Framework document: July 2013

All class teachers, the SENCo and Teaching Assistants carry out an on-going 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 which are used to enable access for all children to the National Curriculum are:

- differentiation of the curriculum to match tasks to ability.
- grouping of children according to ability for literacy, numeracy and phonics to ensure that tasks are suitably matched to ability.
- 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 teaching assistants.
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through mixed ability grouping, paired reading and “buddy” systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school.
- access to extra-curricular clubs, and to the social life of the school.
- In-house training for all staff on the needs of children with SEN.

The SEN Budget and Resources

The Local Authority now devolves virtually all its SEN funding to schools. The amount delegated to the school is determined by the funding formula and it therefore changes annually.

The Governors agree the budget and how it is to be used annually. The number of pupils on the SEN register, levels and range of difficulties are all taken into account.

Support teachers and assistants, materials and resources are funded in order to provide essential SEN support as and where it is most needed. It is necessarily

flexible in order to cater for changing numbers and needs as they arise throughout the school year.

Materials purchased by the SENCo are stored centrally in the SEN area. These include assessment tools as well as resource materials, games and activities and teacher resources. In addition to these specific resources the SEN budget has also been used to purchase curriculum support materials for maths, literacy, phonics, science, history and other subjects.

Identification and Assessment

At St Nicholas C of E Primary School we identify children with SEN as early as possible, through regular contact with our feeder Early Years settings (including Blackpool Council's EY SEN Department) and by assessment at the start of Reception.

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

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

- the Development Matters in the Early Years Foundation Stage document (for children working between 8months – 60months)
- The EYFS Profile completed at the end of their year in Reception.
- the P scales, using the B-Squared programme for children in year 1 who are not yet working at National Curriculum level.
- termly teacher assessments of progress for Numeracy, Reading and Writing.
- an annual Teacher Assessment level for each of the foundation subjects.
- PM Benchmark for reading
- the Year 1 phonics screening test
- the end of Key Stage 1 SATs tests

In Key Stage 2 the assessments used are:

- on-going profiles of progress towards objectives in all curriculum areas
- (and the P scales, using the B-Squared and Additional Steps program, for children working outside the national expectations for their age group)
- termly teacher assessments of progress for Numeracy, Reading and Writing.
- PM Benchmark for reading
- an annual Teacher Assessment level for each of the foundation subjects.
- Optional SATs for children in Years 3, 4 and 5.
- the end of Key Stage 2 SATs tests for children in Year 6.

Specialist screening tests used in school for diagnostic purposes are:

- British Picture Vocabulary Scale (BPVS)
- Neale Reading Test
- PHAb – Phonological Assessment Battery

- TOWGA
- Suffolk Reading Scale
- YARC Reading Assessment
- Neale Analysis of Reading Ability

The “Triggers” for Further Intervention

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child’s needs. We have adopted the “graduated” approach set out in the 2015 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The “triggers” for further intervention are one or more of the following:

- data indicating poor early learning skills at the start and end of EYFS.
- on-going Teacher and TA observation and assessment within the classroom, and/or attainment in termly standardised tests showing one or more of the following:
 - the child is working at a level below the national expectation for that Year group
 - the attainment gap between the child and his peers is getting wider.
 - a previous rate of progress is not being maintained.
 - little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness.
- the class teacher’s ½ termly assessments showing underachievement in one or more curriculum areas
- low scores in diagnostic testing
- emotional or behavioural difficulties persisting in spite of the use of the school’s behaviour management policy.
- self-help skills, social and personal skills inappropriate to the child’s chronological age.
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After children, in liaison with Children’s Services
- for a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- other professionals’ concerns e.g. from Medical services, Educational Psychologist, Children Services, Advisory Teachers, etc.

The Graduated Response

1) Initial Concerns

If a teacher is concerned about some aspect of a child’s progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine.

If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents (using an ABC chart or STAR chart) and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share her concerns with the SENCo and the staff who have responsibilities for pastoral, medical and child-care issues.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

The teacher will inform the SENCo of the concerns and an 'Initial Concerns Form' will be completed.

2) SEN Support

If a child continues not to make adequate progress then the SENCo will ask for help from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School Nurse, the Student Support Team, CAMHS, etc. With their help strategies which are **additional to or different from** will form the basis of future Learning Support Plans (formerly IEPs).

At the review held towards the end of a term, decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

3) Request for Education, Health and Care Plan

If the child continues not to make progress, the school, through the Deputy Headteacher and SENCo, requests the Local Authority to make a statutory assessment of the child's SEN. If the LEA agrees, it collects information from all the people who have been involved with the child. From this the LA SEN Officer decides whether the child needs an Education, Health and Care Plan to meet their needs.

4) Education, Health and Care Plan

An EHC Plan is a legally binding document which sets out the provision the child **must** receive to meet his/her SEN. The LEA provides the school with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. Learning Support Plan's are used to set targets each term as before. Each year the school must hold an Annual Review with the parents and all

the outside agencies involved with the child to assess the child's progress. A representative from the LEA (SEN Officer) may attend these reviews.

Liaison within the School

The SENCo shares information about pupils with SEN with:

- The Deputy Headteacher
- Class teachers, TAs, SSAs and Welfare Assistants / Play Workers if appropriate
- The school's Family Support Worker
- the Senior Management Team
- the Senior Leadership Team

Links with External Agencies

The Pupil Welfare Officer (PWO) and Link Worker for the Student Support Team (SST)

Deputy Link worker for the SST and Emotional well-being Co-ordinator

Behaviour Advisory Teacher

Educational Psychologist

CLAS Advisory Teacher

CAMHS

Social Care

Physiotherapy Service

Occupational Health Service

Speech and Language

Specialist teacher from Park Special School

School Doctor/Nurse

Paediatricians

LA - the SEN Officer

The Den (domestic abuse)

The Hub

The Linden Centre - Bereavement

Ripples & Resilience at the Trinity Hospice

Partnership with Parents

St. Nicholas C of E Primary School operates an open door policy, believing that parents and carers have a vital role to play in the education of all children. The SEN CoP 2015 establishes this role very firmly. The school's Home-School Agreement Policy endorses our belief and expresses the rights and responsibilities of both the school and parents. All parents of children with SEN will be treated as partners. We inform parents as soon as we consider a child to be experiencing learning or behavioural/social/emotional difficulties in order to share our concerns and plan an appropriate programme. We expect parents to support the school by making their views known and sharing their knowledge of the child. We try to be as positive and

supportive as possible, explaining the problems and possible approaches in specific and clear terms. We also endeavour to support parents as and when they need to request further advice, support or assessment. They have access to the Blackpool Parenting Partnership (BPP) based at Montgomery School, Bispham (and the full range of medical/social agencies through the school. Parents are consulted at regular intervals and are invited to participate in reviews of progress whenever possible, particularly when on SEN Support and accessing a Learning Support Plan. Class teachers maintain contact informally and the SENCo and Inclusion Manager are always available to discuss concerns or issues. We hope that through our partnership with parents, we will be able to ameliorate learning or behavioural difficulties.

Pupil Participation

Children should participate in all the decision-making processes that occur in education including the setting of learning targets and contributing to IEP's.

We expect all our pupils to take a full role in all aspects of school life and therefore positively encourage children with SEN to express their views and opinions, particularly with regard to their own learning and behaviour.

The youngest pupils (Early Years Foundation Stage) are encouraged to choose activities as part of their daily routine and the Development Matters document recognises and endorses their ability to develop competency and confidence.

Within the primary phase, pupils are regularly involved in the setting of learning targets for themselves or their ability group. All are informed of class targets for literacy and numeracy and have some opportunity to evaluate their own progress.

Children who are supported with a Learning Support Plan are involved in review discussions with the SENCo and many are expected to self-record and evaluate their progress.

Those pupils who are in receipt of an Education, Health and Care Plan are invited to contribute to the annual review by completing the pro forma or attending the review meeting.

Monitoring the Success of the SEN Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- on-going teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at SEN reviews

- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress

Evaluating the Success of the SEN Policy

The success of the policy will result in the needs of all children with SEN being met by:

- having the systems in place to identify children with SEN as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEN.
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- receiving appropriate funding from the LEA to support the child's needs through a statement
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.

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