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ST PETER'S PRIMARY SCHOOL Special Education Needs Policy

Duty-Holder:	Mrs Kate Thompson
Responsible person(s):	Miss Lu Wisden / Mr Martin Farmer
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Introduction

St Peter's Primary School is an inclusive school, and we aim to ensure that every child is offered the opportunity to achieve their full potential, no matter what their needs may be. We believe that all pupils are entitled to a broad and balanced curriculum for an education that enables them to make progress so that they can achieve their best, and become confident individuals living fulfilled lives.

Therefore, we ensure that each student:

- Receives the support that need to meet their educational needs;
- Engages in the activities of the school alongside other students.

We aim to achieve this by:

- Setting high expectations and ambitious targets for all;
- Ensuring that there is high quality classroom teaching, differentiated to meet the needs of groups of students and individuals, enabling them to meet targets;
- Providing comprehensive training and guidance for teachers and teaching assistants;
- Regular and rigorous monitoring of achievement, which will identify those students not making expected progress;
- Intensive monitoring of the learning experience and classroom teaching quality, leading to targeted professional development and refined guidance on classroom strategies where appropriate;
- Effective identification of individual pupils' barriers to learning, through observations, Pupil Progress Meetings and specific testing;
- Effective programmes of intervention, aimed at overcoming barriers to learning and thereby restoring expected progress.

This policy has been written with comprehensive reference to the SEN Code of Practice (2014), the Children and Families Act (2014) and the Equality Act (2010). It is to be read in conjunction with:

- Equality Policy
- Safeguarding Policy
- Accessibility Rating
- LA Local Offer

The policy has been written with regard to the following principles:

- Participation of parents and pupils in all stages of decision-making;
- Early identification of needs;
- Collaboration with health and social care services;
- High quality teaching and provision underpinning educational needs;
- Best endeavors to make reasonable adjustments to enable inclusion;
- Changing and sometimes temporary needs of pupils.



Definition of Special Needs

A child has special educational needs where their learning difficulty or disability calls for special educational provision to be made for him or her – that is, provision different from or additional to that normally available to pupils of the same age. Special educational provision is called for in situations where, despite targeted intervention, a pupil continues to make less than expected progress given their age and individual circumstances.

Progress that is less than expected can:

- Be significantly slower than that of their peers starting from the same baseline;
- Fail to match or better the child's previous rate of progress;
- Fail to close the attainment gap between the child and their peers;
- Widen the attainment gap;
- Include progress in wider development or social needs.

Progress will be measured in line with the school's Pupil Progress policy. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Identifying Pupils with Special Education Needs

The progress of all pupils is monitored from the time that they start school (including Nursery).

A pupil's needs are likely to fall into one or more of the following broad areas, although the profile of difficulty or disability for each pupil will vary and may change over time.

Communication and Interaction Autistic Spectrum Disorder (ASD)

Speech, Language and Communication Needs (SLCN) Such pupils may have difficulty saying what they want to, understanding what is being said to them or understanding/using social rules of communication or imagination.

Cognition and Learning Cognitive Ability:

Moderate Learning Needs (MLD)

Severe Learning Difficulties (SLD)

Profound and Multiple Learning Difficulties (PMLD)

Specific Learning Difficulties (SpLD) Pupils with SLD are likely to need support in all areas of the curriculum. These may be associated with mobility and communication.

Pupils with PMLD are likely to have severe and complex learning difficulties as well as physical or sensory impairment.

Pupils may also have SpLD, where one or more specific aspect of learning is affected, eg dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Emotional Well Being

Social Behaviour

Learning Behaviour

(SEM) These difficulties are manifested in different ways, including becoming withdrawn



or displaying challenging, disruptive or disturbing behaviour (e.g. self-harm, eating disorders). These may reflect underlying mental health issues, such as anxiety, or may be the result of disturbance or upset in the pupil's home life.

Other pupils may have disorders such as ADD, ADHD or attachment disorder.

Sensory and/or Physical Hearing Impairment (HI)

Visual Impairment (VI)

Physical / Health / Medical (PD) These may prevent or hinder a pupil from making use of educational facilities, and may require specialist support or equipment.

When identifying SEN, it should be noted that:

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has special educational needs;
- Slow progress and attainment do not necessarily mean that a pupil has SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.
- Short term learning difficulties and wider mental health problems can be caused by events such as bullying or bereavement. Such events will not always lead to children having SEN, although where difficulties are persistent the school will consider whether the pupil will benefit from being assessed for SEN.
- Difficulties related solely to limitations in English as an additional language are not SEN.

The school will take a graduated approach to identification, following these 3 stages.

Stage 1 – Quality First Teaching:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- If a concern is raised about a pupils' progress, the class teacher will share the concerns with the SENCo. Discussions should also take place between the class teacher and parent (and SENCo if required). The pupil will be monitored, and support strategies put in place.
- Pupil Progress Meetings are used to monitor and assess the progress being made by all pupils.

Stage 2:

- This recognises pupils who are identified as requiring additional and different help



to that which has been provided at Stage 1.

- Pupils may become Stage 2 if they have been assessed as being 3 or more points (on Classroom Monitor) behind their Age Related Expected (ARE) level for 3 consecutive half term assessment
- Pupils will be given specific interventions and/or targeted support.
- At this stage the class teacher and/or parents discuss further action such as referring the pupil to an external agency, to ascertain what the specific barriers to learning may be. The SENCo will also inform Parents that pupil will be placed on the SEN Support Register and also seek Parental consent to refer to an external agency if needed.
- Pupils will now be placed on the SEN Support Register.
- The school has provision for a full range of interventions, carried out across the school.
- It will be the responsibility of the SENCo to monitor the effectiveness of the provision and the progress of the pupils.

Stage 3:

- When a pupil has been identified as having SEN, and steps have been taken for provision under Stages 1 and 2 but the pupil has not progressed as expected, the school will consider taking steps under Stage 3.
- This may involve further consultation with external agencies, who will make their own assessments of the pupil and provide support in the planning of extended provision and continued support.
- The SENCo will be responsible for monitoring that the advice of external agencies is being followed, and will liaise with the agencies when required.

Educational, Health and Care Plans (EHCP)

Where, despite the school having taken the relevant and purposeful action described above to meet the needs of a pupil, that pupil has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment from the Local Authority.

An EHC assessment is likely to be the case where the special educational provision required to meet the pupils' needs cannot or can no longer be reasonably provided from within the resources normally available to the school.

External specialist support

The school will work closely with the Local Authority and other providers (see Local Offer) and may commission specialist services directly. Such specialist services include, but are not limited to:

- Educational psychologist;
- Child and Adolescent Mental Health Services (CAMHS);
- Specialist teachers with a specific SEN qualification for pupils with; impairments, such as visual or hearing;
- Therapists (physio, occupational and speech & language).
- Behaviour Support Team.



Funding for SEN support

Resources are provided to the school for supporting those with additional educational needs. The amount is determined by a local funding formula, and is referred to as the 'notional SEN budget'. It is not a ring-fenced amount and its use is determined as part of the school's annual budget planning. The school tracks spending on all additional educational provisions and regularly reviews the impact.

Where an EHCP requires funding provision in excess of the school's 'notional SEN budget' per pupil apportionment, additional 'top-up' funding is provided by the Local Authority.

The role of the SENCo

Governing bodies of maintained mainstream schools must ensure that there is a qualified teacher designated as SENCo for the school.

The SENCo has an important role to play with the headteacher and governing body in determining the strategic development of SEN policy and provision in the school.

The SENCo has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those with EHC plans.

The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCo may include:

- Overseeing the day-to-day operation of the school's SEN policy;
- Coordinating provision for children with SEN;
- Advising on a graduated approach to providing SEN support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively;
- Managing support staff delivering interventions;
- Liaising with parents of pupils with SEN;
- Liaising with early years providers, other schools, 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 next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the headteacher 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 SEN up to date.



The SENCo provides a detailed written report to Governors twice annually. The report details the volume of SEN in the school, any profound needs and implications for financial resources as well as confirming the school's adherence to relevant statutory guidance. The role of the Executive Headteacher/Head of School

The Head of School has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEN;
- Keeping the Governing Body informed about SEN issues;
- Working closely with the SEN personnel within the school;
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Governors.

The role of the Governors

The Governing Body must ensure that:

- The necessary provision is made for any pupil with SEN;
- All staff are aware of the need to identify and provide for pupils with SEN;
- Pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- They have regard to the requirements of the SEN Code of Practice (2014);
- Parents are notified if the school decides to make special educational provision for their child;
- They are full informed about SEN issues, so that they can play a major part in school self-review;
- They set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEN;
- They, and the school as a whole, are involved in the development and monitoring of this Policy.
- SEN provision is an integral part of the School Development Plan;
- The quality of SEN provision is regularly monitored.

Arrangements for monitoring and evaluation

The success of the school's SEN Policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- detailed per pupil progress discussions at Pupil Progress Meetings with teachers (4 annually)
- value-added data for pupils on the SEN register
- monitoring of procedures and practice by the SEN Governor



- school self-evaluation
- the school's Self Evaluation and Development (SEaD) plan.
- visits from LA personnel and Ofsted inspection arrangements.