



**St. Margaret's C of E VA
Primary School**

**SPECIAL EDUCATIONAL
NEEDS AND DISABILITY
POLICY**

Headteacher:

Mrs L McDonald

SENCo:

**Mrs S Dymel
(National Award for the
Coordination of SEN)**

Chair of Governors:

Mr A Colaço

**Governor with responsibility
For SEN:**

Julie Wallace

Ratified by Governing Body:

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Rationale

St Margaret's is a school that is inclusive in its policies, practices and outlooks. We aim to minimise any barrier that children with Special Educational Needs have to learning.

There is a whole school approach to children with SEN. The children are included and supported for both their educational, social and emotional needs. There are high expectations that all children will be provided for such that they achieve their maximum potential. The children are supported with regard for the Code of Practice and Somerset Core Standards, focusing on early intervention and working in partnership with the child, parents and appropriate SEN outside agencies.

Aims and Objectives

We intend to provide:

- A whole school approach to children with Special Educational Needs, in which the teaching, learning achievements, attitudes and well being of every child matters
- Somerset Core Standards for Children and Young people (0-25); December 2016
- Arrangements in line with the Children and Families Act 2014, SEN and Disability Regulations, Equality Act 2010 and the SEN Code of Practice July 2014
- A school where all teachers are teachers of children with SEN and provide 'Quality first Teaching' (QFT) as part of normal classroom practice.
- The necessary adjustments so that all pupils are able to participate fully in all school activities.
- To provide additional training/CPD for both teachers and teaching assistants to meet the specific needs of any child at St Margaret's
- Access to a broad, balanced and relevant education, which takes into account the varied life experiences of each child

- Early identification and assessment of children with SEN
- Effective learning and emotional/behavioural support is given where and when children need it
- Extra support is given in such a way as to minimise disruption to the child and to the class, although the policy of inclusion is maintained where possible
- Involvement of parents/carers in decisions made about their child
- The opportunities for children to give their views which will then be taken into account
- A separate policy for more able children (See Gifted and Talented Policy).

The Role of the Special Educational Needs Co-ordinator

The named SENCO is Sue Dymel. The SENCO is responsible for co-ordinating provision. In collaboration with the Governing Body, the SENCO plays a key role in determining the strategic development of the Special Educational Needs Policy and provision in the school in order to raise achievement of children with Special Educational Needs. The SENCO liaises with all staff and with the SEN Governor who is Rev P Down.

The SENCO, with the support of the staff, seeks to develop ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of children's needs, by monitoring the provision and quality of teaching of pupil's achievements and by setting targets for improvement. The SENCO collaborates with curriculum co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect.

The Special Educational Needs Co-ordinator is responsible for:

- Overseeing the day to day operation of this policy
- Co-ordinating the provision for pupils with SEN
- Ensuring that staff are working within the requirements of the Code of Practice and Somerset Core Standards
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEN
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, drawing up Individual Provision Maps (IPMs), setting targets appropriate to the needs of the Pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- Liaising closely with parents/carers of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- Maintaining the school's SEN register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based

assessments/records, end of year tests and SATs (Standard Assessment Tests)

- Contributing to the in-service training of staff
- Managing learning support staff/teaching assistants
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- Liaising with the SENCO in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- Taking part in Local Education Authority (LEA) SEN moderation.

Definition of SEN

Children have special educational needs if they have;

a learning difficulty or a disability which requires special educational provision to be made for them.

Children have a learning difficulty or disability if they;

- a) have a significantly greater difficulty in learning than the majority of their peers
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

SEN is divided into 4 types;

Communication and Interaction -speech and language delay, impairments or disorders; specific learning difficulties (dyslexia, dyscalculia, dysgraphia and dyspraxia); hearing impairment; autistic spectrum

Cognition and Learning - moderate, severe or profound learning difficulties (dyslexia, dyscalculia, dysgraphia and dyspraxia)

Social, Emotional and Mental Health - attachment disorders; withdrawal or isolation; disruption or disturbance; hyperactivity or poor concentration

Sensory and/or Physical Needs - sensory, multi-sensory and physical difficulties

Identifying Special Educational Needs

A child's special educational needs should be identified as early as possible.

However, behavioural difficulties, disruptive or withdrawn behaviours, slow progress, low attainment and/or difficulties related solely to limitations in English do not necessarily mean that a child has SEN.

A Graduated Approach to SEN support

St Margaret's C of E VA Primary School adopts a 'high quality inclusive teaching' approach as outlined in the school's Teaching and Learning Policy. Somerset Core Standards are used to ensure that provision within the categories of Universal, SEN Support and high Needs meet the required standard.

Initial identification of children with SEN is achieved through;

- a) Pre-school - home visits by the Foundation Stage Teacher prior to entry; links with local Children's Centres; links with Health Visitor; liaison with Nursery providers
- b) In school - teacher observation and assessment; screening; information from parent/carers; pupil progress meetings; SEN review meetings; assessments and recommendations from external agencies
- c) Transfer - liaison with previous school; transfer of information; visits to/from transferring school staff

If concerns regarding progress, attainment or behaviour persist these are discussed with the SENCo and parent/carers. These are recorded using a Graduated Response form. If the pupil is identified as having SEN the school will then take action to remove barriers to learning and put effective SEN provision in place. This takes the form of a four part cycle;

ASSESS - teacher and SENCo carry out a clear analysis of the child's needs, drawing on teacher assessments and knowledge of the pupil, additional targeted assessments; tracking or progress and attainment; views of child and parent/carers; advice from external support services. Assessment tools are listed in the Whole School Provision Map.

PLAN - if it is concluded that SEN support is required, parent/carers will be formally notified and in consultation with them, the child, the teacher and the SENCo, adjustments, interventions and support will be put in place. The expected impact of these interventions will be determined and a date for review set. Support and interventions will be selected to meet the outcomes identified, based on reliable evidence of effectiveness, and this will be provided by staff with sufficient skills and knowledge. The support and interventions available vary by age and are recorded in the Whole School Provision List (Appendix 1).

Where appropriate, plans made will include parental involvement to reinforce or contribute to progress towards the outcomes. All staff who work with the child will be made aware of the needs and the plan to support the child.

DO - the class teacher is responsible for working with and assessing the progress of the child, even if the interventions require group or 1:1 support away from the class. They will work closely with other staff involved in order to plan and assess the impact of the support. The SENCo will offer additional support or assessments if the child's particular strengths or weaknesses and advise on the effectiveness of the interventions provided.

REVIEW - the effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the child and parent/carers. This will feed back into the analysis of the child's needs. The teacher and SENCo will then revise the support and interventions in light of the progress and developments made, deciding on any alterations to the support given in consultation with parent/carers and child.

Education and Health Care Plan (EHCP)

Where a child has an EHCP, the local authority and the school must review that plan every twelve months as a minimum.

Monitoring and Evaluation of SEND

The success of the school's SEND policy and provision is evaluated through;

- Monitoring of classroom practice by the Head Teacher, Senior Leadership Team and SENCo.
- Analysis of pupil tracking data
- School Self Evaluation document
- Local authority moderation and OFSTED inspection arrangements

- Formal and informal meetings of parent/carers and staff
- Termly SENCo reports to Governors and end of year report to Governors
- Governors annual report to parents, which contains the required information about the implementation and success of the SEND Policy.
- The school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- The school improvement plan, which is used for monitoring provision
- School self evaluation
- Visits from LEA personnel and OFSTED inspection arrangements
- Feedback from parents and staff, both formal and informal, following review meetings

Managing Pupils on the SEN Register

When a child has been identified as having SEN they are placed on the SEN Register which is held on the School Information Management System (SIMS). The criteria for adding a child to or removing a child from the SEN Register are determined by the criteria listed in the Somerset Core Standards for each area of need. .

This process will include the main category of need being recorded with additional needs if necessary and the level of support provided. There are 3 levels of support for children with SEN;

- **Universal** -all children and young people through high quality teaching
- **SEN Support** - some children and young people through additional targeted support
- **High Needs** - a few children and young people supported for complex and long-term special educational needs

Depending on the level of need and intervention required, the teacher, in collaboration with the child, SENCo and parent/carers, may utilise one or more of the following in order to support, evaluate or review the provision:

- Individual Provision Map - a working document which outlines the pupil's needs in each of the four types, the provision they receive and have previously received, outside agency involvement, progress tracking, and a child friendly summary of needs and SMART Targets (Specific, Measurable, Achievable, Relevant, Timed) if relevant
This also includes a summary designed to share information with all who are involved with the child and which may include the child's history, needs and their impact, strengths and weaknesses, vulnerabilities, and strategies for support in and out of the classroom
- Some pupils who have challenging behaviour may be in need of a Behaviour Plan and/or Pastoral Support Plan to support the improvement of their behaviour.

Criteria for Exiting the SEN Register - If it is felt that a child is making progress which is sustainable and they no longer meet the criteria for being included in the SEN Register (they can now be supported through Universal Provision), the teacher and SENCo may decide to remove them from the SEN Register, following consultation with child and parent/carers. The progress and development of the child will continue to be monitored through the school's monitoring procedures.

Storing and Managing Information

Documents relating to children on the SEN Register will be stored within their Pupil File in locked cabinets. These files will be passed on to a child's next setting.

It is important that information regarding a child's SEN is shared with all staff involved with a particular child within a school and between schools when a child transfers. This is done through the distribution of relevant paperwork and through discussions at staff meetings,

Pupil Progress Meetings and review meetings. The sharing of information (written and verbal) complies with the school's Confidentiality Policy.

Resources

We are committed to ensuring that all children receive the best possible provision affordable within our small budget. In order to expand our resources of specific SEN materials, we make full use of our partnership with Fairmead Resource Centre.

Accessibility

The SEN and Disability Act 2001 places a duty on all schools to increase the accessibility for all disabled children.

Supporting Children and Families

Class teachers, in partnership with the SENCo, are responsible for ensuring that children are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, then the SENCo will liaise with the class teacher to assess the child's eligibility for access arrangements.

The school encourages all parents/carers to be involved in the child/s education. The close relationship between school and parent/carers is important to help each child achieve their potential, including those with special educational needs.

Parent/carer concerns are noted and investigated. We recognise that parent/carers hold key information about their child and have a pivotal role to play in their child's education.

Parent/carer partnerships are further developed through parent/carer interviews, our open door policy and curriculum workshops.

Supporting Pupils At School With Medical Conditions

The school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have an EHCP in which case the SEND Code of Practice is followed.

The school has a policy for Supporting Pupils With Medical Conditions located on the school website.

Training and Processes

In order to maintain the quality of teaching and provision and respond to the strengths and needs of all children, all staff are encouraged to undertake training and development.

Teachers and staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

The school's SENCo attends local network meetings in order to keep up with local and national updates in SEND.

Dealing With Complaints

We are always happy to talk to parent/carers and listen to any concerns they may have. If you have any worries or concerns about your child please talk to their class teacher or to the SENCo. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, the school has a complaints procedure. A copy of this can be obtained from the school office or on the school website. The LEA Parent Partnership Service is available to offer advice.

The Local Offer

As part of the new Code of Practice July 2014, local authorities must publish a Local Offer which gives information about the provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. The Local Offer has 2 purposes;

- 1) To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- 2) To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

Schools are required to be transparent in what their setting offers in terms of support for children with SEN. Schools in Somerset have contributed to this by producing their own Local Offer which can be found on the school web site and a link is given from the Somerset County Council website.

Reviwing the Policy

This policy will be reviewed by governors on an annual basis.

Appendices

1. Provision Map
2. SEN Register Criteria

APPENDIX 1 – Provision Map

WAVE 1—Quality First Teaching	WAVE 2—Quality First Teaching Additional In-Cass Support	WAVE 3—Individualised Support
COGNITION AND LEARNING		
Differentiation by level, outcome, pitch, pace, grouping, activities and opportunities to practise and reinforce skills	In class TA support	Specific teaching of learning targets
Visual aids—timetables, displays, resources	Screening / additional assessments	SpLD assessments
ICT activities / support	Specific 1:1 teaching of targets	EP assessments
Assessment for learning strategies	Small group work specific to needs	External agency support / advice
Individual targets	Beat Dyslexia resources	Individual curriculum / timetable
Trips out / specialists in	Booster Groups	Now/Next Later strategies
Assessments	Extra reading support—specific reading scheme	
Summary of needs information	TRUGs	
	Additional resources	
	Memory games / listening skills activities	
LANGUAGE, COMMUNICATION and INTERACTION		
Differentiation of delivery (level of language, TA reiteration)	In class support focussed on speech/language	1:1 support programmes
Key words	Speech and Language Care Plan	EP assessment
Pre-teaching	Monitoring during unstructured times	1:1 support for interaction with peers
Visual aids—visual timetable, word mats, instruction charts	Additional preparation for changes	
Structured routines—preparation for change	Talk About	
Clubs		
Responsibilities—Council, buddies, monitors		
STC		

WAVE 1—Quality First Teaching	WAVE 2—Quality First Teaching Additional In-Cass Support	WAVE 3—Individualised Support
SOCIAL, EMOTIONAL and MENTAL HEALTH		
Whole School Behaviour Policy		Advice from EP/SEMH/CAHMS
SEAL / PSHE	PFSA involvement	Key Adult
Whole school/individual rewards system	Behaviour assessments	Pastoral Support Plan
Sharing assemblies	Social skills training	GP support
Responsibilities—council, buddies, monitors	Additional home/school communication	Morning key adult time (<i>Meet and Greet</i>)
Transition process	Additional transition support / change preparation	1:1 support for unstructured time
Residential Trips		Individual transition plan
		Management/Behaviour Plan
		ELSA
		Emotional Literacy
		Thrive assessments
SENSORY, PHYSICAL, MEDICAL		
Flexible class arrangements—seating, access, lift	Small group motor skills practice	GP / hospital support and advice
Staff awareness / training	Additional handwriting practice	1:1 support for PE/Games
Equipment—pens, pencils, grips, exercise books	Access to additional equipment	PT/OT support and advice
Medical support and advice	ICT support	1:1 PT/OT programme
Integration of exercises within PE/Games	Speed Up	Motor skills programme
Playtime equipment	Dyspraxia skills development	Specialist furniture / equipment
Brain Gym	Write Dance	Sensory processing support (<i>Sensory Integration Guidance for Schools</i>)

PARENT LIAISON	STAFF LIAISON	TRAINING
Class parent consultation Individual Provision Map Termly reviews for HN funded pupils/EPACs/CLA Yearly review for SEN Support pupils	Individual Provision Map Weekly staff meeting Termly progress reviews Consultation Meetings	SENCO support group SENCO Conferences Whole staff SEN training

APPENDIX 2 SEN Register Criteria – see also Specific Core Standards for each area of need

	Communication and Interaction	Cognition and Learning	Social and Emotional	Physical and Sensory
EYFS	Needs raised at MAISEY/School Entry Meeting Need identified by Speech and Language Therapist ECAT/TALC assessment – significantly below expected level	Needs raised at MAISEY/School Entry Meeting Working significantly lower in EYFS <ul style="list-style-type: none"> • Mathematics • Literacy • Characteristics of effective learning 	Needs raised at MAISEY/School Entry Meeting Working significantly lower in EYFS PESD	Needs raised at MAISEY/School Entry Meeting Medical diagnosis Working significantly lower in EYFS Physical
School Entry Plan in place				
KS1	-Need identified by Speech and Language Therapist -Diagnosis of ASD -Below level 4 TALC -Renfrew vocabulary score / spoken vocabulary score significantly below CA	-Working more than 1 year below age-related expectations in reading, writing or maths - P Scales/Wakefield Progression Steps being used to track progress from the end of Year 1 -Small group maths/english -Reading (accuracy and comprehension) or spelling age 18 months+ behind C.A. -Unable to read first 45 words at end of Yr 1 / First 100 words at end of Yr 2 -Identified processing difficulty -Identified working memory difficulty	-Boxhall Profile indicates areas of need -Attachment Disorder -Significant difficulties in peer relationships -High level of adult support for engagement with tasks -Unable to work independently -Unable to concentrate for 15 minutes unprompted -ADD/ADHD diagnosed	-Medical diagnosis -OT/Physio involvement -Significant gross or fine motor difficulties
KS2	-Need identified by Speech and Language Therapist -Diagnosis of ASD -Vocabulary score 2 years below C.A. on BPVS	-Working more than 1 year below age-related expectations in reading, writing or maths - P Scales being used to track progress -Small group maths/english -Reading (accuracy and comprehension) or spelling age 18 months+ behind C.A. -Identified processing difficulty -Identified working memory difficulty	-Boxall Profile indicates areas of need -Attachment Disorder -Significant difficulties in peer relationships -High level of adult support for engagement with tasks -Unable to work independently -Unable to concentrate for 20 minutes unprompted -ADD/ADHD diagnosed	-Need identified by Speech and Language Therapist -Diagnosis of ASD -Vocabulary score 2 years below C.A. on BPVS