



St. Peter's CE Primary, Heswall

Special Educational Needs and Disability Policy

This policy was reviewed and updated in September 2018 in line with the SEN Code of Practice (2014).

SEN School Contacts

School SENDCo: Mrs Claire Hesketh (*During Maternity Leave, Emma Buckle, Sara Cookson and Kate Ball*)
Head teacher: Darren Jones
SEND Governor: Nicola Griffiths
School contact number: 0151 342 2556

Please refer to the following school policies for related information and guidance:

Behaviour, anti-bullying and attendance policy
Inclusion policy
Equality policy
Accessibility policy
Disability Equality Scheme Policy

Purpose of policy

The purpose of this policy is to outline how we at St. Peter's identify and classify pupils who have Special Educational Needs, and then put in place differentiated educational provision according to these needs. It ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Definition of SEN

As defined in the Special Needs Code of Practice published by the Department of Education (DFE), children have Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- They are under school age and fall within the definitions above.

SEN may fall into one or more of the following categories:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health needs
- Sensory and physical difficulties

Objectives and aims of SEN provision

At St Peter's CE Primary School, we embrace the fact that every child is different and, therefore, the educational needs of every child are different. We believe that every child is entitled to a broad and balanced curriculum and aim to offer excellence and choice to all our children, whatever their ability or needs.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.
- have different physical needs in relation to their disability.
- We want all our children to feel that they are a valued part of our school community and strive to create an inclusive environment where everyone can feel safe and flourish.

Our aims are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

At St. Peter's CE Primary School we aim systematically to identify, assess, provide for and review the needs of pupils who have Special Educational Needs by adhering to the model set out in the DFE Code of Practice.

Responsibility and arrangements for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is the Headteacher. The person/s co-ordinating the day to day provision of education for pupils with SEND is/are the SENDCo who will hold details of all SEND records for individual pupils.

In our school the SENDCO:

- Manages the day-to-day operation of the policy;
- Has responsibility for overseeing the drawing up of One Page Profiles and Education and Health Care Plans (EHCP);
- Has responsibility for maintaining the SEND Register;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Oversees the records of all children with special educational needs;
- Acts as the link with parents;
- Acts as link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision and reports to the governing body;

- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Contributes to the professional development of all staff;
- Liaises with secondary schools on transfer of year 6 pupils.

All staff can access:

- The St. Peter's C of E Primary School SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Wirral's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

Training and resources

All teaching staff are trained to deliver quality first teaching to all pupils including those with SEND. Staff differentiate to suit the learning needs of all pupils whilst remaining inclusive to all. Professional development is ongoing and our staff receive regular training to support our pupils through staff meetings, training sessions and INSET days. The SENDCo attends local SENDCo cluster meetings and training regularly to keep abreast of changes to SEND provision and to share examples of good practise.

Identification of SEN

We recognise that pupils' needs should be identified and met as early as possible. All pupils are assessed as they progress through the school, so that we can build upon their prior learning. The SENDCo works closely with the teaching staff using our school tracking data as an early identification indicator. Intervention is triggered where pupils;-

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional or behavioural difficulties which are not affected by behaviour management strategies
- Have sensory or physical impairment and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make limited or no progress despite accessing a differentiated curriculum

Based on the school's observations and rigorous tracking of pupil progress and termly monitoring combined with discussion between the class teacher, SENDCo, parents, child and any relevant outside agencies, a plan will be drawn up to address the child's needs using an assess, plan, do, review cycle. We then monitor the impact of interventions and support on a termly basis, involving the child and parents in the process.

The graduated approach to SEND provision

At St. Peter's we have a graduated approach to SEND provision. The levels of SEND support are broken down into the following:

1. Quality First Teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The class teacher plans for all the pupils in his or her class, differentiates accordingly to suit the pupil's individual needs and is responsible for the assessment of their progress. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class. The class teacher will meet with the parents to discuss any concerns and to agree strategies for supporting the child. The child will be recorded by the school on a Record of Concern form as being under observation due to concern by parent or teacher.

2. School Support

If following intervention a child is not making the expected level progress then the child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. This level of support is known as School Support, and children receiving this are placed on the SEND register. At School Support Level a person centred profile (PCP) is drawn up following discussions between the teacher, parents and child outlining how best to support the child in the classroom. This profile is shared with all adults working with the child. Additionally an IEP (Individual Education Plan) will be put in place which sets out personalised targets currently being worked on and outlines what additional provision is being put in place for that child. The content of the IEP is negotiated, as appropriate, with the child and the child's family. The class teacher remains responsible for working with the child and for planning, delivering and reviewing the agreed interventions including any support from Teaching Assistants. IEPs are reviewed and discussed with parents termly.

3. Additional Support

If, despite this additional provision, the child continues to make less than expected progress or, if additional assessments suggest a higher level of need, parents will be invited to become involved

in drawing up an Additional Support Plan. This will involve identifying the short and long term aspirations of the parents and child and translating these into agreed desired outcomes and outlining the provision that needs to be put in place to achieve these outcomes. Progress towards these outcomes will be reviewed termly at a meeting involving school staff, parents and the child where appropriate. The SENDCo, or outside agency if involved, will take the lead in any further assessment of the child and will maintain an overview of provision working closely with the class teacher, parents and any outside agencies to monitor the support plan using the assess, plan, do, review cycle.

4. Referral for an Education Health Care Plan (EHCP) or Individual Pupil Funding Agreement (IPFA)

Where it is felt that a child's needs cannot be fully met by the provision ordinarily available at the school, and/or their needs are such that a multi-agency approach is required, a request for statutory assessment will be made to the local authority. This will be made in the form of an application for an EHCP (Education Health Care Plan) or IPFA (Individual Pupil Funding Agreement). This application will be written by the SENDCo in collaboration with the child's parents, teacher and other staff, and a range of written evidence, including that from external professionals, about the child will be used to support the request. If an EHCP or IPFA is granted a formal review will be held once a year to discuss the child's progress, their current areas of special needs and any additional needs which have been identified.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs. We believe that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

The school web site contains details of our policy for special educational needs, and the school SEND information report. A named governor takes a special interest in special needs and liaises closely with the SENDCo.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Children contribute to person centred plans and are involved at an appropriate level in considering their short term and long term goals. Children are encouraged to make judgements about their own performance against their desired outcome. We recognise success here as we do in any other aspect of school life.

Governing body involvement

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The Governor with special responsibility for SEND liaises with the SENDCo to monitor provision

Monitoring and evaluation of the SEN provision and policy

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This will be done in the form of regular discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an EHCP, Additional Support Plan, Individual Education Plan and SEND provision map. This support and intervention is monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The SENDCo monitors the movement of children within the SEND system in school and is involved in supporting teachers involved in drawing up appropriate intervention for children. The SENDCo and the head teacher hold regular meetings to review the work of the school in this area. The SENDCo and the governor with responsibility for special needs also hold regular meetings.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCo reports the outcome of the review to the full governing body.

Success can be monitored by the following:

- Children with Special Educational Needs are thriving in school and are well integrated into their peer groups.
- Assessment shows that children with Special Educational Needs are making good progress.
- All staff are involved in the planning and provision of a curriculum which meets diverse individual needs.
- Interventions are shown to have a positive impact on pupil progress.
- Regular monitoring and reviews of individual needs are clear and records are up to date.
- Good home/school communication is established and maintained

Signed by the Chair of Governors:

Date Ratified by the Governing Body: September 2018

Date of Review: September 2019