

St. James' CE Primary School, Haslingden

SEND POLICY	
Written By	K. Jamil
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Growing in God's Love, Learning as we go.

ENDURANCE FORGIVENESS PEACE
FRIENDSHIP TRUST KOINONIA
THANKFULNESS

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Special Educational Needs and Disability Policy

Introduction

We at St. James's C of E Primary School are committed to meeting the special educational needs of children and ensuring that they make progress and achieve their very best. In line with our school mission statement:

"To provide a high quality education for all children within a Christian environment."

We believe that every child is entitled to a curriculum that "enables them to achieve the highest possible standards, develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, self-discipline, independence and community responsibility in a caring, supportive, positive and secure learning environment".

Central to this vision are the core elements set out in "Every Child Matters" (2003) in which we aim to help secure five main outcomes for each one of our pupils;

- being healthy
- staying safe
- enjoying and achieving
- being able to make a positive contribution
- achieve economic well being

We seek to serve the local and wider community by offering children a caring and educationally rich environment in which to flourish as individuals and become increasingly valuable members of society.

We believe the education of our children is very much a partnership between the school and the child at home.

Legislation (DfES Code of Practice 2014:15) defines:

'A child or young person has SEN(D) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. '



Our School Vision

We are a safe, loving, supportive, Christian family which values each child's individuality and uniqueness created in the image of God. We nurture the talents given by God to inspire pupils to achieve and succeed, and foster a sense of awe and wonder of God's world:

- Form foundations of lifelong faith through Gospel values and sincere, meaningful prayer.
- Guide Pupils to determine their own personal moral values, and a respect and understanding of other races, religions and ways of life.
- Develop future citizens who cherish the world in which they live and their responsibilities within it.
- A curriculum which has a breadth of experience and equality of opportunity for all.

The Equality Act

St James Primary school welcomes its duties under the Equality Act (2010).

The Equality Act establishes 9 protected characteristics which apply to schools. The first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

St. James' C.E. Primary School has paid due regard to the need:

- to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We value every learner as an individual who has an important part to play in our community. We encourage all learners to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens.

Aims

In providing for children with Special Educational Needs and Disabilities we aim to: -

- Develop all children to achieve their very best and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.



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- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for children with special needs throughout the school. □ Liaise with other stakeholders and collaborate together, □ Involve parents in a partnership of support.
- Allow children to have a voice and say, using all about me profiles,
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all children and ensure a policy of integration into all activities of the school.
- Comply with the 2014 Code of Practice.

The school aims for each child to achieve their best in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the daily classroom environment through a differentiated curriculum and quality first teaching.

Inclusion Statement

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.

Good practice for children with special educational needs is good

practice for all children!

The SEND co-ordinator will be responsible for the co-ordination of all matters relating to Special Educational Needs and will be the person who ensures children receive full entitlement to a broad and balanced curriculum. In order to maximise their access, some children may be taught in small withdrawal groups or on a 1:1 basis for short periods of time. The school's main aim is to provide a variety of teaching and learning opportunities, differentiated planning activities, appropriate support and resources all within the child's classroom.

All children will be given equal opportunities to undertake extra-curricular activities. Children with SEND will be encouraged to take a full and active part in all areas of school life.

Admission Arrangements

Admission arrangements for the school are described in the school's admissions policy. The school welcomes children irrespective of their ability and anticipates that the needs of most children will be met within existing school provision. Children with SEND will not be discriminated against in line with legislation outlined in the SEN and Disability Act 2001.



Building adaptations may be required to allow full access to children with physical difficulties. With the appropriate alterations and support, the school would welcome children with physical problems in line with the School's Accessibility Plan.

Identification and Assessment of Special Educational Needs

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEND. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical/medical

The school places significant emphasis on the early identification of children experiencing difficulties accessing learning and general school life opportunities.

The graduated approach – a spiral of support

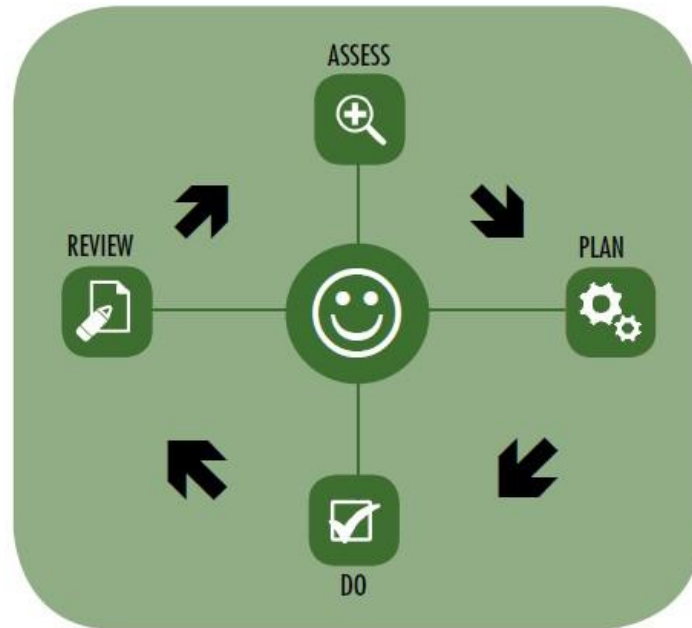
Where a child is identified as having SEND, to enable the child to participate, learn and make progress school should take action to:

- remove barriers to learning;
- put effective special educational provision in place.

SEND support should arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review



The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the child's learning.
- Continual reflection on approaches to meeting the child's needs leads to a growing understanding of strategies that enable the child to make good progress and achieve good outcomes.

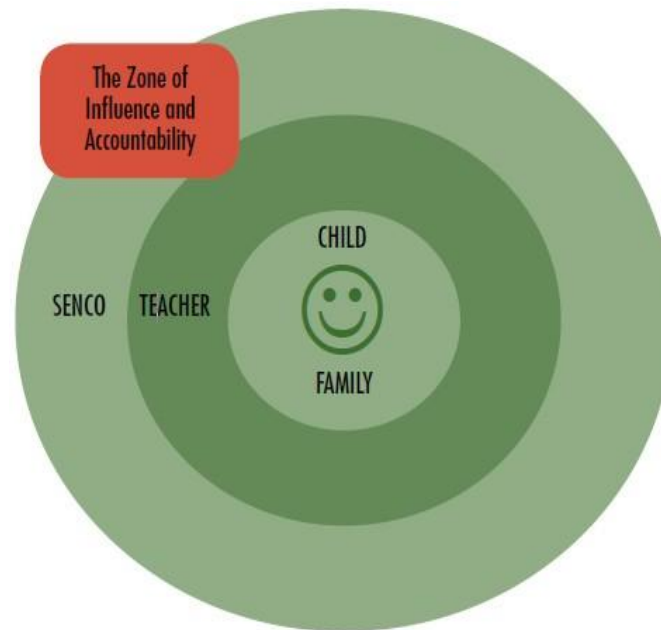
In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children.

The role of teachers

The SEND Code of Practice makes it clear that class and/or subject teachers are directly responsible and accountable for all children in their class(es), even when children are receiving support from a teaching assistant or other specialist staff, within or outside the classroom.

The responsibility and accountability for the progress and development of children with SEND lies with the class teacher, not with the SENCo. This is not a new concept. It is firmly embedded in the Teachers' Standards and the new Ofsted framework.

This diagram illustrates clearly where influence and accountability lie.



Children on the SEND register

The triggers for deciding if a child should be included on the school's SEND register could be the teacher's or others' concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities and quality first teaching:

- **Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;**
- Shows signs of difficulty in developing English or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;
- Continues to make little or no progress in specific areas over a long period;
- Continues working significantly below age related expectations;
- Interventions previously put in place have had little or no impact on learning or progress.

Provision Map

If a child has made little/no progress despite provision being used, then an individual Provision Map needs to be completed.

The Provision Map shows all the provision being used in school, in Foundation Stage or Key Stage 1 and 2, for each Wave of intervention.

The class teacher highlights the provision to be used for that child including the initials of the staff and the timings.

Children are continually assessed and monitored to see if the provision in place is working and helping the child to progress and plug gaps in learning. If no progress is being made then the



class teacher needs to readdress the intervention taking place and change if needed, noting on the provision map.

Monitoring and Evaluating Provision

It is the class teacher's responsibility to continually assess and monitor the progress of children in their class. Each term age related data is handed in to the senior leadership team to analyse and record which children are not working at age related expectations. These children are classed as 'Catch Up' and are entered on to the class Provision Map. This states what the area of concern is and what the teacher intends to do to support the child. These children are closely monitored and targeted by the teacher through targeted work.

If the child makes no progress or is still below age related expectations then a decision will be made, in conjunction with the SENCo, about whether the child needs to go on the SEND register and what additional provision may be needed. If there is a particular concern that the child is not making any progress, then an IEP is to be written with the child and the parents.

If the class teacher has concerns regarding a child in another area, such as sensory, behaviour or communication, then a **Cause for Concern Referral Form** should be completed and the issue discussed with the SENCo. The SENCo is responsible, with support from the class teacher and Headteacher, in deciding whether an IEP of further action is to be taken.

Individual Education Plans

Strategies employed to enable the child to progress may be recorded within an IEP which sets out targets and teaching strategies that will support the child making progress. These strategies and interventions are additional to those that children will receive through the normal differentiated curriculum.

IEPs should focus on up to three key individual targets and should include information about:

- the short term SMART targets set for or by the child
(Specific, Measurable, Achievable, Realistic, Timed)
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the IEP is reviewed)
- the views of the parent and child

IEPs should be continually kept under review as a working document and should be shared with teaching assistant(s) who will be working with the child.

They are reviewed every term with the child and parents if possible, with a copy then going home.

Assessment and measuring progress

Children are assessed using Lancashire KLIPs and **PIVATs**. PIVATs helps to show smaller steps of learning and progress across the curriculum and areas of need e.g. physical, social and emotional.



The engagement model is also used as an assessment tool to help support children who are working well below the level of the national curriculum (the old P Scales 1-4) and not engaged in subject-specific study. The engagement model identifies and celebrates all child's progress, including linear and lateral progress. It adds value to St. James' assessment and reporting systems currently in place.

The engagement model is used after observing children in various scenarios in the classroom to assess their progress. This model looks specifically at how children engage with their learning. The model assesses pupils in five different areas:

- exploration
- realisation
- anticipation
- persistence
- initiation

This child-centred approach allows teachers to make valuable and insightful assessments of children to identify areas they need further support in. The engagement model focuses on a child's abilities rather than disabilities. The engagement model identifies and celebrates all progress, no matter how big or small.

Progress in each of the areas will not be scored, children will not be measured on how well they exceed in engagement. The system will ensure that the curriculum in place for this unique group of learners is suitable and allows for engagement and progression.

Reporting results

The Engagement Model is statutory so St. James' will be required to:

- Use the model to assess children working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS1 and KS2.
- Report which children are assessed using the engagement model to the Department for Education (DfE).
- Provide evidence of children's achievements and progress to parents as part of an end of year report.

Progression to Statutory Assessment

If after advice from the Educational Psychologist or other professionals, the school and parents consider that help is needed from outside the school's resources the SENCo completes the forms requesting Statutory Assessment by the Authority.

Papers are forwarded to the Case Officer for the school, who with the Panel will decide whether to proceed with Statutory Assessment.



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Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and IEPs.

If the Panel agrees to proceed with Statutory Assessment the SENCO prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, an Educational Health Care Plan (EHC plan) is completed.

The class teacher, in conjunction with the SENCo is then responsible for drawing up an IEP to meet the objectives set out in the EHC plan.

The EHC plan must be formally reviewed at least annually. The Annual Review is chaired by the SENCo.

Children with medical needs

Children who have medical needs may require intervention and support in school. Staff will have a health care plan written for them in liaison with the Health Service and parents/carers. This ensures a safe, agreed set of principles and procedures to ensure the child's needs are fully met and all health and safety arrangements have been addressed.

SEND Files

Each class has an SEND file which is accessible to all working in that class and those in charge of monitoring, i.e. SENCo and Headteacher.

These files are shared with the teaching assistants and record the provision in place and children's individual education plans.

Each child has their own file which is kept by the SENCo in a locked filing cabinet. These files contain everything that concerns that child, including Provision Maps, IEPs and reports from Outside Agencies. The class teacher will be given a copy of reports as needed, which will be kept secure.

Partnership with Parents

We aim to promote a culture of co-operation with parents, school, local authority and others. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and SENCo.
- Involving Parents as soon as a concern has been raised. This may be done at a parents evening or by personal appointment with the class teacher/SENCo.
- Providing access to the SENCo to discuss the child's needs and approaches to address them.
- Supporting Parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Statements/Educational Health Care Plans of SEND.



During parent/teacher meetings, teachers will explain any concerns there are and any targets that have been set.

When a child is at the Catch Up stage it is at the teacher's discretion as to if/how the concern is passed on to the parent but if the parent is informed then there must be an explanation of what the school are going to do to support the child and what the parent can do to help at home.

If the child has an IEP then the parent must be invited to an IEP meeting where the needs of the child are discussed and targets are drawn up together, so that the parent knows what is expected of the child, school and parent. From this point parent involvement becomes more formal with written invitations to meetings, including Annual Review Meetings.

SEND Funding and Resources

- Discussions take place between the headteacher, the SEND governor and the SENCo regarding SEND funds stated on the school budget allocation. The needs of the children requiring SEND provision are discussed and appropriate measures are taken to ensure these needs are met.
- Inset plans may need to be put in place for teaching and non-teaching staff to increase their knowledge, skills and expertise in SEND issues, depending on children's needs.
- Key resources including ICT software to support SEND are identified and ordered if necessary. Support staff are deployed effectively and flexibly to best meet the needs of all children with SEND.
- Provision for children with a Statement of SEND or an Educational Health Care Plan are costed and incorporate advice recommended by the local authority.

Complaints

Who do I speak to?

At Haslingden St. James' C. E. Primary School we aim to provide the best care and provision:

- Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher.
- If the concern continues then the SEND Co and class teacher will meet with the parent or carer to address the issue. From this meeting a decision on an appropriate course of action can be agreed to ensure that all parties are satisfied.
- If you are still concerned then you can arrange for a meeting with the head teacher.

The Role of the SEND Coordinator

The key responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Monitoring data to identify children with SEND and report back to the Headteacher throughout the year during informal meeting every term and a written yearly report;
- Co-ordinating provision for children with special educational needs;



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- Liaising with and advising fellow teachers to ensure the SEND Policy is carried out and the Code of Practice 2014;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the LEA's support staff and educational psychology services, health and social services and voluntary bodies;
- Chairing Annual Review meetings, attend Planning Meetings and being available for Individual Educational Plan meetings as needed;
- Attending course to keep skills and knowledge up to date, including completing and achieving the SEND Coordination Award;
- Helping to plan and support interventions to be used in school; □ Writing and updating the SEND policy and SEND report annually.

The Role of the Governing Body

The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

In particular, the governing body has a legal duty to:

- Do its best to ensure that all children with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life;
- Ensure that parents are notified of a decision by the school that their child has special educational needs;
- Establish an SEND policy which is publicly available and can be easily understood by parents; and review that policy on a regular basis;
- Report on how the school's SEND policy is being implemented and how resources are allocated in the governing body's Annual Report to Parents;
- Ensure that the SEND Code of Practice is followed and implemented throughout school;
- Meet with the SENCo on a regular basis to gain information about the provision made for children with special educational needs and to monitor the implementation of the SEND policy and report back to the governing body;
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that children with SEND are actively involved in all aspects of school life;
- Take opportunities to meet and talk with parents of children with SEND;
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

The Role of the Headteacher

The responsibilities of the Headteacher include:

- Involvement with parents as partners in the learning process
- Co-ordinating the work of the teaching assistants
- Participating in TA development programmes



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- Determining the pattern of work, timetable and role of the SEND Coordinator
- Dealing with queries or complaints from parents
- Liaising with the SENCo
- Liaising with the LEA with respect to policy and enactment
- Ensuring that the SEND Policy is implemented as described
- Involvement in how children with SEND are integrated within school as a whole
- Working with TAs on planning, teaching and recording children's progress
- Liaising with external agencies including the Educational Psychology Service
- Ensuring that the legal requirements of current legislation are met within the school
- Keep the Governing Body well informed about SEND within the school
- Ensure that the school has clear and flexible strategies for working with Parents, and that these strategies encourage involvement in their child's education
- Ensure the SENCO receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENCO sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children with special educational needs within the school.

Review of Policy

This policy will be reviewed annually in consultation with staff, the Headteacher and the governing body.

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Children Requiring Further Provision

[illegible]



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Analysis Sheet

Class: _____

Name	Year	Concern	Level	Target	Action to be taken	Comments



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SEN Cause for Concern Referral Form

(Please complete this form with as much detail as possible)

Name of Child _____ Class _____ DoB _____

1. Please tick which area(s) of SEN is/are of concern for this child

- ☐ Cognition and Learning
- ☐ Behavioural, Emotional and Social Development
- ☐ Communication and Interaction
- ☐ Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this child.

4. Please detail any other factors which might be relevant i.e. recent conversations with parents.

Action taken by SENCO: