



Overton St Helen's CE Primary School

Surrounded by God, we inspire hearts and minds through learning, faith and love.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' (Matthew 5: 16)

Policy for Special Educational Needs and Disabilities (SEND)

Introduction

- The school's SENCo is Miss Sarah Capstick with support from Mrs Joanne Easthope (Head teacher)
- Miss Capstick has successfully completed the National Award for SENCo;
- The School's SEND Governor is Mrs Joyce Walker.

This policy explains how Overton St Helen's C of E Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010)

The term 'Special Educational Needs and Disabilities'

The 2015 SEND Code of Practice states that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he/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/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"*

Areas of special educational need

At Overton St Helen's C of E Primary School, we make provision for pupils with the following four areas of need as outlined in the 2015 SEND Code of Practice:

- Communication and Interaction.
- Cognition and Learning.

- Social, Emotional and Mental Health.
- Sensory and / or Physical.

Needs are identified in order to ascertain what action the school needs to take, not to fit children into a category.

Legal Framework

To make this provision, this policy will have due regard to legislation, including, but not limited to:

- The Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- The Equality Act 2010.
- The Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- The 2015 SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator (SENCo).

The school's SEN Information Report and Contribution to the Local Offer provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. The SEN Information Report and Contribution to the Local Offer is available from the school office and the school's website:

<https://st-helens.lancsngfl.ac.uk>

Overton St Helen's C of E Primary School is a mainstream school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

INTENT

Aims

At Overton St Helen's C of E Primary School, we aim to provide every child with a broad and balanced education.

- Our school community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We aim to maintain a Christian ethos that encourages curiosity and life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures.

- We are committed to meeting the special educational needs of pupils and ensuring that they make the greatest progress possible by matching the curriculum to each individual.
- This policy aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

Objectives

In order to achieve these aims and ensure that children with SEND achieve their full potential, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need;
- Offer a broad, balanced curriculum and ensure that students with SEND engage in activities alongside those students who do not have SEND;
- Monitor the progress and achievement of all pupils by promoting effective communication between teaching staff and support staff responsible for children with SEND.
- Identify pupils with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods;
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy;
- Provide support and advice for all staff working with pupils with SEND;
- Develop strong and trusting partnerships with parents/carers in the education of their child and involve parents/carers and pupils in the review process;
- Liaise with High Schools in order to pass on all information to ensure a smooth transition.

Responsibilities and arrangements for SEND provision

The SENCO

The Headteacher and SENCO work closely together and co-ordinate provision for pupils.

The SENCO will be responsible for:

- the day to day operation of the school's SEND policy.
- liaising with, and advising fellow teachers.
- co-ordinating provision for children with special educational needs.
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs.
- liaising with parents of children with special educational needs.
- liaising with external agencies including the educational psychology services and other support agencies, medical and social services and voluntary bodies.
- ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The SEND governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how these can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision that might be beneficial
- Ensuring they follow this SEN policy

IMPLEMENTATION

Identifying Special Educational Needs and Disabilities

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning; It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this.

Class teachers discuss any concerns with the Headteacher and SENCO. If further action is deemed necessary, the parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy. Despite appropriate, high quality teaching, intervention and differentiated learning experiences, and taking into account the child's age and stage of development, triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working at levels significantly below those expected for a child of a similar age.
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The Graduated approach to SEND support: Assess - Plan - Do - Review

The key principles:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional support to make progress in their learning;
- When planning work for children with special educational needs, teachers give due regard to information and targets contained in the children's Individual Pupil Plans (IPPs). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;

If it is determined that a child has SEND, parents will be formally advised of this and a programme of support will be started. This is an ongoing cycle of four parts:

- Assess
- Plan
- Do
- Review



ASSESS

This involves clearly analysing the pupil's needs (using school data if appropriate), the pupil's views and advice from external agencies, as well as parental concerns. Interventions are put in place and barriers to learning are identified.

PLAN

Planning involves consultation between the class teacher, SENCo and parents to agree what interventions and support are to be put in place. Expectations of behaviour will be agreed and a date for review is established. Any staff working with the child will be made aware of any interventions and expected outcomes. This information will be put into an Individual Pupil Plan.

DO

The class teacher remains responsible for working with the child on a day to day basis. They will work closely with any support staff to plan and analyse the impact of any support. Advice may also be sought from the SENCo about any further assessments, problem solving and implementation of effective support.

REVIEW

Reviews of a child's progress will be made regularly. The review process will evaluate the quality and impact of the support and interventions in the child's IPP. The views of the pupils, parents and other agencies will be sought. Support will be revised as necessary, depending upon outcome and progress.

Individual Pupil Plans

When a child is added to the SEND register, their class teacher may consult with parents to produce an Individual Pupil Plan (IPP). This will detail any provision which is additional to or different from usual classroom practice which is deemed necessary for the child to reach desired outcomes.

The Individual Pupil Plan will include:

- Areas of need and the nature of the learning difficulty or behaviour
- Realistic, time limited, measureable targets
- Details of the provision in place to work towards targets
- Termly review of whether targets have been achieved

Education, Care and Health Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. A request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP may state that an alternative educational setting is more appropriate to the pupil's needs.

An EHCP will include details of learning outcomes for the child. These are used to develop targets and establish provision.

EHCPs must be reviewed annually and can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision. The SENCO will organise these reviews and invite:

- The pupil's parent.
- The pupil if appropriate.
- The relevant teacher.
- Any other person the SENCO or parent/carer considers appropriate including health or educational professionals.

Partnership with parents

At Overton St Helen's C of E Primary School, we believe that education is most successful when parents are closely involved in their child's development; this is particularly important in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents.

We keep parents informed by:

- making parents and carers feel welcome.
- giving parents and carers opportunities to play an active and valued role in their child's education.
- giving support during any decision-making process about SEN provision.
- working effectively with all other agencies supporting children and their parents.
- providing all information in an accessible way.
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- focusing on the child's strengths as well as areas of additional need.
- agreeing targets for the child with parents in IPP meetings.
- making parents and carers aware of further support which can be accessed through local services and agencies.

Pupil participation

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). As a school, we encourage children of all ages and abilities to take responsibility for their own learning at an appropriate level; stating their views, sharing in the identification of personal targets, self-assessing and evaluating progress, recognising success and reviewing performance.

SEND Provision and Provision Mapping

Any additional provision for all children (whether or not they have SEND) is carefully recorded by the Class Teacher using a Provision Map- a wave system is used to identify the needs of the children:

WAVE 1

Quality first teaching and possible catch up interventions are used.

WAVE 2

Alongside quality first teaching, if a child is receiving targets from outside agencies or are 2+terms behind chronological age, then an IPP with specific interventions are used to support the child's learning needs.

WAVE 3

Pupils on the SEND register who have an IPP or EHCP. Individually tailored, 1:1 interventions are implemented to close the gap to their peers.

This provision takes place under the direction of the class teacher in a variety of ways:

- Children are supported within group situations and also have 1:1 support where needed or stated in the IPP or EHCP. An example of this might involve setting aside a specific period of time when a child works with a TA. This work relates to the IPP or EHCP targets and is individually tailored to the

child's learning needs. The TA will have access to the IPPs and EHCPs and monitoring system, ensuring that the child's progress is recorded consistently.

- During group work, it may be that the class teacher or a TA is working with a mixed ability group and provides general support to address a child's specific learning needs. This enables the child to access the curriculum in an appropriate way.
- Occasionally it may be necessary to provide a child with a different task because the class task may hold no relevance due to a lack of foundation skills. A task with which the child feels confident and comfortable is provided, in relation to the IPP, in order to continue to build foundation skills.
- Activities are matched to pupils' differing paces and styles of learning, interests, capabilities and previous experience.

Review of SEND Policy

This policy has been written and agreed in conjunction with the Governing Body. The provision for SEND is extremely important to the community of Overton St Helen's C of E Primary School and the policy will be regularly updated to reflect current legislation and practices.

Date of policy: January 2020

Next review date: January 2022