

St Nicholas CE (VC)

First School

Special Educational Needs Policy

SENCO:

Miss C Bolton

Special Needs Governor:

Mrs. S. Robb

Head Teacher:

Miss. J. Parker

(Acting Head Teacher

Mr. M. Price)

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## **Introduction**

This Policy is a statement of the aims, objectives and strategies relating to the provision for children with special educational needs at St Nicholas C. of E. (v) First School. It is written in accordance with the Code of Practice 2014, which reflects the changes introduced by the Children and Families Act 2014. This Policy should be read in conjunction with St. Nicholas' Accessibility Plan and the School's Information Report, both of which are available on the St. Nicholas First School website. (Other formats are available upon request.)

The main changes made to the Code of Practice (2014) include:

- The Code of Practice (2014) covers the 0-25 age range.
- There is a clearer focus on the participation of children and young people and parents in decision making.
- It includes guidance on publishing a School's Information Report outlining school's support for children with SEN or disabilities.
- There is new guidance for educational settings on taking a graduated response to identifying and supporting pupils and students with SEN (replacing School Action and School Action Plus).
- Statements will be replaced with Education, Health and Care Plans.

The principles underpinning the Code of Practice (2014) are designed to support:

- The participation of children, their parents and young people in decision making.
- The early identification of children and young people's needs and early intervention to support them.
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN
- A focus on inclusive practice and removing barriers to learning.

St. Nicholas provides a broad and balanced curriculum for all our children. The National Curriculum is used for planning to meet the needs of individuals and groups of children. Teachers set suitable learning challenges and respond to the children's diverse learning needs. We advocate a multi-SENSory approach to teaching and learning addressing different learning styles. We aim to support children in all aspects of their learning.

We respect that all 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.

St. Nicholas' School's Information Report outlines our offer for children with SEN.

Teachers do this by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- helping children to understand how they learn best;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their behaviour, reduce stress and take an active role in their learning

### **Objectives of the SEN Policy**

- To provide for the identification of, assessment of, and provision for, special educational needs.
- To create an environment that meets the special educational needs of each child.
- To enable all children to have full access to all elements of the school curriculum.
- To foster self -esteem and to encourage fulfilment in education.
- To provide equality of opportunity for all pupils.
- To work in partnership with parents and all other agencies, to support the needs of the child.
- To keep accurate records on assessment and provision.

### **Aims of the SEN Policy**

- To make clear the responsibilities of those providing for children's special educational needs.
- To provide a framework to enable the identification, assessment and procedures for the support of children's special educational needs.
- To comply with the requirements of the September 2014 Code of Practice.
- To document and explain the graduated response procedures adopted by the school, and the documentation of them.
- To provide a reference to teaching and non-teaching staff, and to parents and others interested, of the schools response to children's special educational needs.

## **Responsibilities for SEN in school**

### **The Governing Body**

In co-operation with the Head Teacher, the governors will determine the school's general policy and approach to provision for children with Special Educational Needs. They will establish appropriate staffing and funding arrangements, and maintain a general oversight of the school's work. The governors must report annually on the schools policy on SEN.

### **Special Educational Needs Governor: Mrs. S. Robb**

Governors are kept informed by the Headteacher, the SEN Governor and the Senco.

The SEN Governor meets with the Senco each term to discuss SEN provision and initiatives in school.

### **The Head Teacher: Miss. J. Parker (Acting Head Teacher: Mr. M. Price)**

The Head Teacher has responsibility for day-to-day management of all aspects of the school's work, including provision for pupils with SEN. She/he will keep the Governing Body informed and, at the same time, work closely with the SENCO.

### **The Senco (Special Educational Needs Co-ordinator): Mrs. T. Evans**

At St. Nicholas, the Senco is a qualified teacher, is working as a teacher at the school and holds a Post-graduate qualification in Professional Studies (SEN). The Senco supports class teachers in the further assessment of a child's particular strengths and weaknesses and advising on the effective implementation of support.

The SENCO is responsible for:

- The day-to-day operation of the policy.
- Liaison with outside agencies and promotion of effective links.
- Promotion of accurate recording of SEN matters.
- Sharing good practise with colleagues and other professionals.
- Meeting with parents to discuss SEN matters.
- Advising on the graduated response to providing SEN support.
- Maintaining and ordering resources for SEN.
- Monitoring and evaluating SEN policy and provision.
- Co-ordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Liaising with future schools to ensure that a smooth transition is planned.
- Working with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Interpreting and evaluating data pertaining to SEN.
- Reporting to the governing body via the SEN Governor.

### **Staff**

All staff are aware of the SEN policy and are involved in its development and its procedures.

All teachers are responsible for the teaching and learning of children with SEN in their class. The pupil's class teacher will:

- Gather information and make an initial assessment of a pupil's needs.
- Consult with the pupil and the pupil's parents.
- Consult with the SENCO.
- Consult with outside agencies, via the SENCO, if necessary.
- Provide a differentiated program of work to address the area of need.
- Monitor and review the program and assess the progress made.

### **The Graduated Response**

At St. Nicholas we use the graduated approach to provision as recommended in the Code of Practice. We recognise that there is a continuum of needs. In considering the provision for such needs we believe that parents have a vital role to play. Parents are encouraged to support their children at every stage through the schools homework policy and within its SEN procedures. Children are obviously involved and should be included, where possible, in the plans made for them.

Pre school children who attend our school, i.e those under 4 years of age, also are subject to a graduated response.

### **Partnership with Parents**

If a child is identified by school as having SEN, parents will be informed through discussion with the class teacher. If, with parental agreement, a child is placed on the school's SEN Register, parents will also be informed in writing. Parents are involved at every stage of the SEN process and are entitled to see any SEN information kept on their child.

We seek parental agreement to referrals to outside agencies, and inform parents of subsequent appointments and outcomes. If requested, we may be able to ask the agency involved to speak directly with parents.

School can advise parents of the role of 'Staffordshire Send Family Partnership'. The Send Family Partnership can, however, be contacted on: 01785 356921.

## Identification and Assessment.

The Code of Practice (2014) 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 him or her.*

*A child of compulsory school age 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 school...*

The Code of Practice (2014) refers to four **broad areas of need**. These are:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Many children who have SEN may have a disability under the Equality Act 2010. Provision for such pupils at St. Nicholas is set out in the school's Accessibility Plan.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### How are children with SEN identified?

Teachers make regular assessments of progress for all pupils. These assessments are then used to identify any children making less than expected progress. This can be characterised by the following progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

St. Nicholas First School has a number of systems in place for identifying children who are not making expected progress. These can include:

- Pre school reports from nursery providers/play groups etc. For eg. Medical records, assessments, referrals, Early Years Forum.
- Visits to nurseries and playgroups prior to new intakes.
- New intake parents' evening.
- Previous class records which are passed on to new teachers, including class monitoring sheets and SEN records.
- Records, including SEN from previous schools.
- Parental evidence, eg medical questionnaire, and concerns.
- Teacher and classroom assistants' observations.
- Half termly teacher assessment and school based tests.
- Reading ages are monitored via the NFER reading test in Year 1 and Salford reading test in years 2, 3 and 4.
- EYFS assessment data.
- Year 2 SATs (tests and teacher assessments).
- Year 1 phonics screening tests.
- Special Educational Needs Support Service (SENS), complete assessments and observations when requested. These cover for eg, spelling ages (Vernon test), vocabulary (BVPS), reading ages (Neale), memory skills (auditory and visual) etc.
- Educational Psychologists reports.
- Reports from other outside agencies, eg. AOT.

## **What happens if a child is identified as having SEN?**

Initially, high quality first teaching is employed to meet requirements of children with SEN. However, if, during the 'Assess, Plan, Do, Review' cycle, it is felt by teachers and parents that extra support is needed for a child then the child may be placed on the school's SEN Register. This will only be done in partnership with parents following a discussion with the classteacher/Senco/Headteacher .

Once a child has been placed on the SEN Register, their progress will be monitored and planned for using Individual Education Plans (IEP's). The class teacher will produce an IEP which details individual targets to plan for the child's individual support in school. The IEP's will then be shared with parents and a parents views are invited. At this point parents may suggest any targets they may wish to include. It is usual for a maximum of three targets to be set at any one time as too many targets can be overwhelming for children. IEP's are also shared with children and, where appropriate, children can also contribute to their IEP. Parents will be asked to sign the IEP and a copy will be given to parents for their own records.

St. Nicholas IEP's are designed to be child friendly. They should include:

- Usually, a maximum of 3-4 targets.
- Teaching strategies to meet the targets.
- Success criteria.
- Review date.
- Support expected from parents.
- Parental signature.
- Child's acknowledgement of the targets set.

Sometimes, high quality first teaching and school based intervention and support is not sufficient to meet the needs of a child with SEN. At these times (and only with full support of parents) a referral may be made to outside agencies. These agencies can include:

- Speech and language unit
- Autism Outreach Team
- Midland Psychology
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychologist
- SENSS Learning Support
- SENSS Behavioural Support

If it is agreed between parents and school that an outside agency should be involved, a referral will be made by the school. Any agency reports that come into school will be copied for parents.

It is important to note that most outside agencies require a minimum of two IEP's before they will accept a school referral.

A minimum of three IEP's will be set and reviewed each academic year.

### **Provision**

St. Nicholas makes provision for children with SEN in a number of ways. We follow the 'Assess, Plan, Do, Review' cycle, as set out in the Code of Practice (2014). This consists of the following:

**Assess** - school will carry out an analysis of a child's needs. This assessment should be reviewed regularly, ensuring that support is matched to need.

**Plan** - following as assessment of the child's needs, and in full consultation with the parents and, where appropriate, the child, a plan needs to be put in place. Plans should include any support put in place to meet the outcomes identified for the child. At this stage any related staff development needs may be identified.

**Do** - at this stage, school will provide identified support for a child. This may include targeted intervention groups or individual programmes which have been agreed as part of SEN support.

**Review** - the effectiveness of the support and its impact on the child's progress is reviewed. This review can then be used to initiate another assessment/analysis of the child's needs and the cycle continues.

## Aspects of SEN Provision

St. Nicholas offers a variety of SEN support. Intervention may be in the form of small withdrawal groups, such as:

- Phonics groups
- Literacy support groups
- Maths skills groups
- Social groups
- Fine Motor Skills groups
- Gross Motor Skills groups
- Speech and Language groups

Provision may also be offered as a 1:1 support programme, for example:

- Individual speech and language programmes provided by a designated Keyworker
- One minute reading
- Precision Teaching
- Published interventions such as 'Toe-by-Toe' or 'Word Wasp'

Other types of provision may include:

- The use of ICT
- Targeted time with classroom assistant or other adult to practise a particular skill/address the child's need.
  - Peer group tutoring.
  - Specialist equipment or materials, e.g work from sheets rather than board.
  - Changes to the physical environment, e.g sloping desk, one to one instructions, change in seating arrangements, wobble cushions etc.
  - Self-esteem rewards for success.
  - A plan to manage behaviour.

## Education, Health and Care needs assessments and plans

The SEN needs of most children at St. Nicholas will be met in school with/without the support of external agencies. In a minority of cases an Education, Health and Care plan (EHC) assessment may be requested. School may request an EHC when a child has demonstrated a **significant cause for concern**. Following a request for an EHC, the Local Authority will determine whether or not an EHC assessment is necessary.

In order to request an EHC assessment, school will need to demonstrate that programs/strategies have been employed for a reasonable period of time without success and that very little or no progress is evident. It is also important to demonstrate that reports and advice from external agencies has been sought and acted upon, with little or no progress evident. The SENCO will collate the evidence required and forward the EHC request form. The SENCO will also monitor the progress of the referral.

If an EHC assessment is agreed and an EHC plan is awarded by the Local Authority, school are required to carry out a review of the EHC annually. This Annual Review is a required by law and is made up of the following:

- In consultation with parents, the Senco sets a date and all relevant parties invited.
- The class teacher, the SENCO, the parents and any agency involved in assessing the child should be present, or submit latest reports, etc.
- Parents are formally invited to provide a written report for the meeting.
- Pupils provide a written report for the meeting (this will be written with full support of an adult in school and can be scribed for the pupil if necessary).
- All parties to be provided with means to take notes, an appropriate setting, and copies of materials to be discussed (if requested).
- Senco informs authority, staff involved and parents of outcome of Annual Review.

### **Transition between Schools**

When the children leave our school in Year 4, a transition meeting is held with Senco and the Senco of the receiving school. Children's SEN records are also passed on. During these meetings, extra transitional arrangements can be discussed. It may be possible for parents to meet with the receiving Senco if requested. Some external agencies will attend transition meetings.

When a child transfers to/from our school, to or from another, records of SEN are requested/forwarded on as a matter of urgency.

### **Monitoring and Evaluation of SEN**

- The SENCO reviews the SEN Policy annually.
- The SENCO and the SEN Governor meet each term to discuss policy and provision.
- The SENCO monitors children on the school's SEN record and liaises with staff to advise upon policy and practise.
- The SENCO attends up-dates regarding policy and practise at local and national level.
- The SENCO liaises with the Senior Leadership Team upon the impact of policy and practice in school upon attainment.
- The Governing Body reviews the policy annually and considers any amendments arising from its annual review.
- The Record is updated by staff each half term and needs are reviewed and recorded on the record for each class.

### **Gifted, Talented and More Able pupils**

A separate 'Gifted, Talented and More Able' Policy is available for this area of SEN.

### **Send and Dyslexia Friendly Schools' Policy Statement**

At St. Nicholas First School, all pupils are valued equally. Teachers plan lessons which enable all pupils to participate, achieve and excel, whatever their level of ability. Lessons provide opportunities for pupils to recognise and develop their own learning style, (auditory, visual or kinaesthetic), through varied and flexible provision across a broad and balanced curriculum.

In order to meet the needs of all our pupils, we hold the Schools' Dyslexia Friendly, Level 1 Award and are actively working towards Dyslexia Friendly Schools' Full Status.

As a school, we believe that a Dyslexia Friendly environment and teaching styles will benefit the learning of all pupils and not just those with dyslexic tendencies. Strategies that are good for the dyslexic learner are good for everyone.

Policy agreed by Governors: date ... April 2016

Review date: February 2017