

# **Special Educational Needs (SEN) Policy**



**St. Nicholas Primary School**

## Introduction

Following the Children and Families Act 2014 a new SEND code of practice has been published, which places children and young people at its centre.



## The new Code of Practice

- Will cover 0-25 range (while the person is in education or training) and includes guidance related to disabled children and young people as well as those with SEN.
- Gives a clearer focus on the participation of children and parents in decision making at individual and strategic levels.
- Places stronger focus on improving outcomes and high aspirations for children
- Increases focus on co-operation between Education, Health and Social care for the joint planning and commissioning of services.
- Gives guidance for a Local Offer of support from the Local Authority to be published for children with SEND.
- Uses a graduated approach to identifying and supporting pupils which replaces SA and SA+. This is now called 'SEN Support'.
- Introduces new 0-25 Education Health Care plans (EHC) that replace statements for children with more complex needs.

The new Code of Practice offers guidance designed to help schools make provision for pupils with SEND following identification and assessment.

The following pages set out the model of a **Graduated Approach** to SEND support that St. Nicholas Primary School will provide in line with the new Code of Practice 2014.

## **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education
- Authority and other outside agencies, to ensure there is a multi-professional
- approach to meeting the needs of all vulnerable learners

This SEN policy details how, at St. Nicholas, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

St. Nicholas Primary School has a named SENCO who has undertaken the National Award for SENCO qualification and a named Governor responsible for SEN (Mrs Brady) they ensure that the St. Nicholas Educational Needs policy works within The guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

## **Ethos**

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice(September 2014).

## **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014***

## **Areas of Need**

St. Nicholas Primary School currently supports pupils who have a range of special educational needs and disabilities (SEND). The Code of Practice 2014 describes four broad areas of SEND

1. **Communication and Interaction**, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. **Cognition and Learning**, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning Difficulties (SpLD), including Dyslexia.
3. **Social, Mental and Emotional Health**, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. **Sensory and/or physical needs**, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

## **A Graduated Approach to SEN Support**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

Provide starting points for the development of an appropriate curriculum. Identify and focus attention on action to support the child within the class. Use the assessment processes to identify any learning difficulties. Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

## **Quality First Teaching:**

All children in school receive quality first teaching from the class teacher, who is accountable for the progress and development of all pupils in their class. This means that activities are planned according to the level at which the child is currently working in order to ensure that they make good progress towards the end of year expectations. 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 Graduated Approach Model**



The school uses the **Graduated Approach** continually assessing, planning, implementing and reviewing our approach to teaching all children. Where a potential special educational need has been identified this approach enables the school to continually reflect on the approaches used to meet a child's needs and provides opportunities to engage with parents/carers. This further enhances a growing understanding and awareness of needs and approaches that enable good progress and good outcomes.

### Assess

Triggers for Initial cause for concern, about a child who despite receiving differentiated learning opportunities within quality first teaching, are where they:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not solved by the positive 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.

### The SEND Code of practice 2014 recommends a range of sources of information that teachers can draw on to establish a clear analysis of a pupil's need:

- Teachers' assessment and experience of the pupil.
- Pupil progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents (especially when was a pupil's hearing and eyesight last checked).
- The pupil's own views.
- Advice from external agencies.

## **The first step is to complete an Initial Cause for Concerns Checklist**

The checklist is then shared and discussed by the class teacher with the SENDCo to consider the information collected. For example to consider possible placement of the pupil on the SEND register, further adaptations to core teaching, further assessment and observation. Further assessment is required where it is necessary to clarify what are the pupil's strengths as well as the barriers to their learning. Also, some pupils may have not made specific progress with the adaptations suggested at the Initial Cause for concern stage and so require further assessment. The class teacher and SENDCo may use the following assessment tools to support a more detailed analysis of need:

- Standardised tests
- Criterion-referenced assessments and checklists
- Observation schedules and prompt sheets
- Questionnaires for parents
- Questionnaires for pupils
- Screening assessments

A meeting is held with the child's parents, the class teacher, SENDCo and any other relevant person to discuss the outcomes of the assessments. A decision may be made to plan targeted special educational provision which would involve a pupil being placed on SEND Register at SEN Support or a decision may be taken to request for help from external support services, provided by the LEA and outside agencies. It is also quite possible that even at this stage that the more intensive assessments are clarifying that the gaps in a pupil's learning are related to other factors than a special need.

## **Plan**

The SEND Code of Practice 2014 states,

“Where it is decided to provide a pupil with SEN Support, the parents **must** be formally notified.” This is a legal obligation on the part of the school.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child’s education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents have access to the SENCO through a school email address.

## **Plan : Pupil Passport**

Strategies employed to enable the child to progress will be recorded within a pupil passport The short term targets set for the child.

- The teaching strategies to be used.
- Targets – broken down into small steps
- How the child can be successful
- The child’s views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

## **Do**

At St. Nicholas the class teacher is at the centre of day-to-day responsibility for all pupils. This includes those receiving SEN Support or with an EHC plan and where interventions or targeted provision involve group or one-to-one teaching away from the class. The class teacher works closely with teaching assistants or specialist staff to plan and assess the impact of targeted interventions. It is important that they consider if the targeted provision is improving the outcome of work in class.

### **The Nature of Intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support or
- Wave 3 intervention such as Fischer Family Trust, Inference intervention, Numicon and Talking Partners.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.

Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO . The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

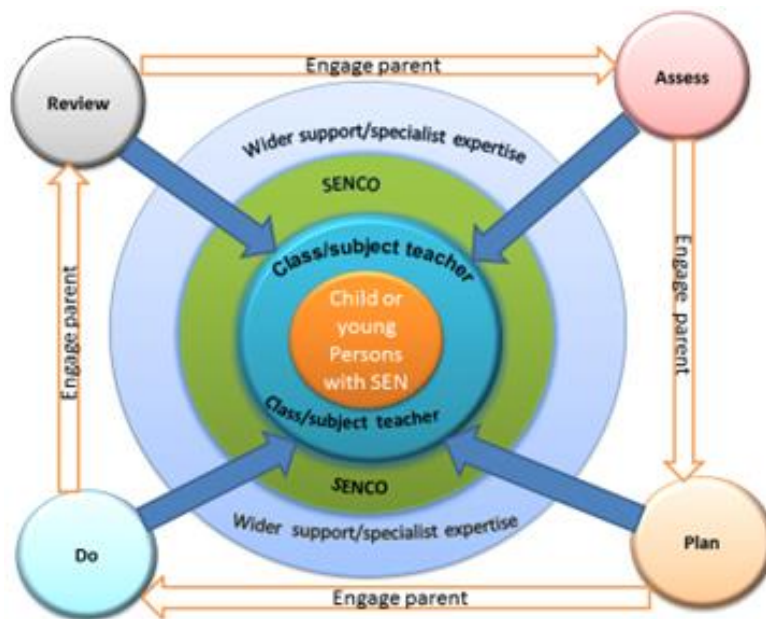
## **Review**

Parents will be invited to meet termly with the class teacher and SENCO to discuss provision in place and progress of their child with the SENCO on termly basis. These meetings are an opportunity to formally evaluate the success of teaching and learning in class, as well as the impact of targeted provision on pupil progress data and the pupil's wider development. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

We take the following into consideration when reviewing a pupil's progress at the termly review meeting:

- Have they achieved agreed targets?
- What is the evidence from day-to-day intervention tracking?
- Has there been a generalisation of skills transferring back into class work?
- How have the pupil and parents responded to targeted provision?
- What are the views of support staff, pupil and parents?
- How does this term's evaluation feed back into the analysis of pupils' needs?
- What are the necessary changes to support?





### **Provision Mapping**

An effective provision map gives a clear link between provision and pupil progress and supports the **Graduated Approach** at St. Nicholas . The provision map is updated termly following the school assessment cycle and the SEND Reviews. It provides the school with a useful overview of interventions and SEND provision and their overall effectiveness The SENCo and will monitor the provision maps.

### **The Nature of Intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support or
- Other Wave 3 intervention such as Fischer Family Trust, Inference intervention, Numicon and Talking Partners.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO and they will have specific time slots to discuss Individual Learning targets and progress with the SENCO on termly basis. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

**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

**Class Teacher Responsibilities**

Classroom and subject teachers are at the heart of the new SEN Support system, driving the movement around the four stages (assess, plan, do, review) of action with the support and guidance of the SENDCo and specialist staff.

The classroom teacher should:

- **Be responsible for raising concerns:** A class teacher is responsible for raising concerns about individual children with the SENDCo.
- **Focus on outcomes for the child:** Be clear about the outcome wanted from any SEN support.
- **Be responsible for meeting special educational needs:** Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- **Be responsible for the learning of pupils with SEND in their class:** Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- **Have high aspirations for every pupils:** Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- **Involve parents and pupils in planning and reviewing progress:** Seek their views and provide regular updates on progress.
- **Training:** to attend relevant training when the need is identified.
- 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
- planning for children's full participation in learning, and in physical and practical activities

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- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

**The Role of The SENCO at St. Nicholas**

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.

- Making regular visits to classrooms to monitor the progress of children on the School Action Register.

### **Partnership with parents**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents have access to the SENCO through a school email address.

In the event of a complaint please contact the School Office to make an appointment with the appropriate person or see the complaints policy on the school website

### **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

### **Statutory Assessment of Special Educational Needs and Disabilities**

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.

- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

At St. Nicholas we follow the LEA's advice regarding funding. The increased delegated funding to schools for meeting the needs of pupils with SEND means that schools are expected to meet all but the most complex needs. At St. Nicholas we request a statutory assessment when we can provide evidence that, despite best efforts and making reasonable adjustments, it is not possible to meet the special educational needs arising out of a child's difficulties or disabilities within existing resources.

A child is brought to the LEA's attention as possibly requiring an assessment through:-

- A request for an assessment by the school
- A request for an assessment by the parent or
- A referral by another agency for example health authority, social services.

In considering whether a statutory assessment is necessary, the LEA will pay particular attention to:

- Evidence provided by the child's school, parents and other professionals who have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- Evidence of action already taken by the child's school to meet and overcome these difficulties
- Evidence of the rate and style of the child's progress
- Evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level.

When an Education Health Care Plan (EHC) is put in place the process of planning is firmly rooted in the **graduated approach**. The difference being that these pupils' needs are likely to be more complex and the approach will be based on organising provision around planned outcomes written on the pupil's plan.

At St. Nicholas we ensure the best possible outcomes for a pupil with an EHC plan by;

- All staff who work with a child with an EHC plan, read and understand it.
- Developing a range of strategies and approaches to support class differentiation based on specialist advice
- Drawing up a set of targets with the SENDCo, class teacher and TA which breaks down the EHC plan targets into smaller steps, along with a timetable as to when these targets are to be addressed
- Any additional training for teaching and support staff is arranged
- Teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning when needed
- The SENDCo monitors progress termly with relevant staff, parents and pupil.

All Education Health Care plans must be reviewed annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the EHC plan is still appropriate

### **A personal budget**

The new SEND Code of Practice 2014 states that Local Education Authorities must provide information on personal budgets as part of the Local Offer. <https://www.connecttosupport.org/HULLLOCALOFFER>

Personal budgets are optional for parents/carers but the Local Education Authority is under a duty to prepare a budget when requested. A personal budget is an amount of money identified to deliver parts of the provision set out in an EHC plan. Families can request a personal budget as part of the planning process (in drawing up an EHC Plan or at an Annual Review). In education, funding for personal budgets will be for more specialist or individualised provision (funded through the high needs block) rather than services the school is expected to provide as part of the local offer.

At St. Nicholas we will signpost parents/carers to the Education Team within the LEA and or parent support organisations, for example KIDS. A local authority must secure a school's agreement where any provision, bought by the parent/carer using a direct payment, will be provided on the school's premises.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs.

Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on 'Teaching and Learning styles' this has led to members of staff planning lessons that incorporate the different learning styles that children have Individual education plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an individual pupil passport

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The head teacher and the SENCO meet annually to agree on how to use funds directly related to statements.

### **The role of the governing body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

### **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.

**Signed: Clare Chatfield**  
**Date: Sept 2019**