



Moordown St John's CE Primary School

Policy for Special Educational Needs

"A Christian community where commitment to educational excellence changes lives"

Article 23 – children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 29 ~ Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Date Approved and Signature: 5 July 2016 *Andy Swain*

Review Date: February 2017

A copy of this policy in large print is available on request from the school office.

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Special Educational Needs

RATIONALE

As a Church of England Primary School, we seek to further the work of Christ by expecting, nurturing and demonstrating the Fruits of the Spirit (Galatians 5) in our day to day lives. The Fruits of the Spirit include Love, Joy, Peace, Goodness, Kindness, Patience, Gentleness, Faithfulness and Self-control.

At Moordown St. John's we also aim to honour and fulfil the United Nations Convention on the Rights of the Child.

'Rights' are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is best for children in a situation, and what is critical to life and protection from harm. As children grow, they have more responsibility to make choices and exercise their rights.

This policy refers directly to the following articles:

Article 23 – children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 29 – Education should develop each child's personality and talent to the full. It should encourage children to respect their parents and their own and other cultures.

S U C C E S S

SUCCESS (Skills, Understanding, Creativity, Curiosity, Enjoyment, Spirituality, Security) is at the centre of our school's ethos and identity.

S – **Skills** that embed knowledge for a life full of learning and healthy relationships

U – **Understanding** how knowledge and concepts can be applied and built upon to achieve deep learning

C – **Creativity** to use skills and knowledge imaginatively to express oneself and solve problems

C – **Curiosity** to explore, investigate and understand the world

E – **Enjoyment** of life and of learning

S – **Spirituality** where faith is nourished, respected, challenged and lived

S – **Security** in themselves and who they are to reach their full potential

INTRODUCTION

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has also been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)

This policy is a subsection of the school's overall **Policy for Inclusion** along with the Gifted and Talented Policy, the Teaching for Learning Policy, the Behaviour Shaping Policy, the Equal Opportunity Policy, the Anti-Racist Policy and the school's Disability Equality Scheme.

All children are entitled to an education that enables them to make progress so that they

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition into adulthood

At our school it is our intention to ensure that all children who have a special educational need, including, but not limited to, those defined within the 1981 Education Act and the 1996 Education Act, are **identified** and **supported** so that **their needs are met**. We recognise that every teacher is a teacher of children with Special Educational Needs.

A child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special education provision to be made for them.

A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of children of the same age, or has a disability which prevents or hinders them from making use of educational facilities provided for others of the same age. These difficulties may be because of:

- a) a specific learning difficulty
- b) a moderate, severe or profound and multiple learning difficulty
- c) a disability or medical condition
- d) an emotional or social difficulty
- e) a speech, language or communication difficulty

As a school we are aware that any special educational provision involves a continual teamwork approach and a challenging balancing act between the emphasis on academic educational standards, citizenship and equal opportunities for all pupils.

The Inclusion Leader/Special Educational Needs Coordinator has daily responsibility for coordination of the school's Special Educational Provision. The Board of Directors has a designated inclusion director who meets each term with the Inclusion Leader/Special Educational Needs Coordinator to offer challenge and support.

STATEMENT OF AIMS

This policy accepts that special education provision is: **education provision which is additional to, or otherwise different from, the education provision made generally for the children of the child's age.**

We aim to ensure that high quality teaching is always available to the whole class as this is likely to mean that fewer pupils will require such provision.

In agreement with the School's Policy for Inclusion the educational provision for pupils with Special Education Needs is seen as part of our inclusive practice and hence this policy has the same educational aims as the one for inclusion:

- To raise the aspirations of and the expectation for all pupils with Special Educational Needs
- To enable all children to access and be involved in all areas of school life
- To give opportunities for each individual to succeed
- To remove the barriers to learning and offer support in order to improve the learning and meet the emotional needs of the individual pupil
- To make learning accessible for all children regardless of learning style, gender, ability, medical need, disability, family, ethnic group, linguistic or cultural background.

We recognise that the outworking of these aims is different for pupils with different learning needs, hence, as a school, we accept the need for individualised identification, assessment, targets, planning, provision and reviewing of this provision for those identified as having Special Educational Needs.

OBJECTIVES

Our main objective is that all children with special educational needs should reach their full potential so that they can access as much of the curriculum as possible. Other objectives include:

- To identify and assess, at the earliest possible opportunity, all children that need special consideration to support their physical needs, social or emotional needs or cognitive development.
- That through careful planning and reviewing each child will make measurable progress in english and maths.
- That children will have access to relevant support agencies.
- That the Inclusion Leader/Special Educational Needs Coordinator and Special Educational Needs (SEN) team will continually update their expertise and knowledge in line with Government initiatives and local guidelines.
- To ensure all pupils experience a broad, balanced, relevant and differentiated curriculum.
- To involve parents, pupils and others in developing a partnership of support enabling them to have full confidence in the strategies adopted by the school.
- To provide support and advice for all staff working with children with special educational needs.

THE ROLE OF THE INCLUSION LEADER/SPECIAL EDUCATIONAL NEEDS COORDINATOR

The Inclusion Leader/Special Educational Needs Coordinator is Mrs Emma Martin (BEd Hons). She coordinates inclusion and the provision of special needs across the whole school.

The Inclusion Leader/Special Educational Needs Coordinator is responsible for:

- The day to day operation of the school's special needs policy
- Regularly reviewing the policy and the practical arrangements to achieve best practice
- Working closely, supportively and effectively with colleagues to ensure they are fully aware of decisions, policies and practice which relate to the education of the special needs children in their care
- Raising awareness and understanding of all members of staff with regard to the pupil's educational needs
- Coordinating the provision for children with special needs
- Monitoring the progress made for pupils with SEN, including monitoring the writing of and reviewing of individual plans
- Leading the SEN Team and the specialist Teaching Assistants
- Maintaining the school's special needs register
- Ensuring statutory requirements within the statementing and education, health and care plan processes are adhered to
- Providing evidence for multi disciplinary assessments
- Overseeing the records of all children with special needs
- Working in partnership with parents and pupils
- Working with outside agencies in complex cases to ensure a holistic approach to a child's needs where school is part of the whole package of support
- Liaising with other schools as children transfer to or from our school
- Reporting to the Governing Body on SEN policy and practice
- Maintaining good working relationships with external agencies, including:
 - Educational Psychologists
 - Education Social Workers
 - Speech and Language Therapists
 - School nurses
 - Physiotherapists
 - Occupational Therapists
 - Parent partnership organisations
 - Children's Social Care
 - School doctors
 - Consultant Paediatricians

The Headteacher and the Board of Directors have overall responsibility for the management of provision for children with special educational needs in accordance with the statutory requirements set out by the government in the Special Needs Code of Practice. There is a named director with responsibility for inclusion and special educational needs. Any official complaints regarding special needs should be addressed to the Headteacher.

IDENTIFICATION, ASSESSMENT AND PROVISION

• IDENTIFICATION

Where a pupil is identified as having Special Educational Needs, we aim to take action to remove barriers to learning and put effective special educational provision in place. At Moordown St. John's we believe that early identification, assessment and provision for children with Special Educational Needs are essential. The earlier action is taken, the more responsive the child is likely to be, the more effective the intervention is.

We also take great care to ensure that children are not mis-identified as having a special educational need. We look first to the provision within the classroom and work with the class teacher to ensure that the provision offered matches the needs and learning styles of the child.

We operate a three wave model where –

WAVE ONE is high quality class teaching including things like the use of visual resources to support learning, the use of differentiated curriculum, the use of setting, an understanding of different learning styles and strengths, the use of talk partners and work buddies.

WAVE TWO is intervention at a group level. This may be in the form of a guided group within the classroom or a small group withdrawn from the classroom planned by a teacher and delivered by a Teaching Assistant.

WAVE THREE is individual intervention for children who are still not making progress through waves one and two and need specific support. **This is for children who have special educational needs.**

Children with special needs are **identified** in a variety of ways:

- Some will arrive at the school in reception having had access to special needs support at their preschool and in cases like this very careful transition is always carried out.
- Class teachers are continually monitoring the progress of all children in their classes and where there is concern about a particular child they will discuss this at the earliest opportunity with the Inclusion Leader/Special Educational Needs Coordinator.
- TAs who recognise children with a difficulty should in the first instance go to their class teacher
- Basic Skills leaders and other members of the Senior Leadership Team look at data and identify children not making expected progress and again these are discussed with the Inclusion Leader or at progress checking meetings.
- Progress checking meetings look at individual children's data and any concerns are highlighted and discussed at these meetings.
- Parental concerns are always listened to and acted upon.

Once a special educational need has been identified relevant and purposeful action is taken. This action takes the form of a four-part cycle. This cycle allows for earlier decisions and actions to be revisited, refined and revised with a growing understanding of the pupil's needs. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the children.

The graduated approach's four part cycle includes –

an **assess** stage, a **plan** stage, a **do** stage and a **review** stage.

- **ASSESS STAGE**

Upon identifying a child as needing Special Educational Needs support the class teacher, working with the Inclusion leader/Special Educational Needs Coordinator, will carry out a clear analysis of the pupil's needs. This will involve

- drawing on the teacher's assessment and experience of the pupil,
- looking at the pupil's work and individual education plan, if the child has one,
- analysing their previous and current progress and attainment data,
- comparing the individual's development in comparison to their peers and national data,
- obtaining the views and experience of parents, the pupil's own views and, if relevant, advice from external support services, including health care services and children's social care
- identifying areas of strength and weakness through observation and informal testing

Assessment is revisited regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed

- **PLAN STAGE**

When the decision is made that a child reaches the threshold for Special Educational Needs support, the parents will be formally notified, although parents should have already been involved in the assessment stage as outlined above.

The teacher and the Inclusion Leader/Special Educational Needs Coordinator will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This review date will usually be termly, but flexibility will be shown and each child treated as an individual. This will usually, but not always, take the form of an individual education plan (IEP).

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

This support, and strategies that work for the particular child will be recorded on the school's information system.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge and monitored by the Inclusion Leader/Special Educational Needs Coordinator

- **DO STAGE**

The class teacher will remain responsible for working with the child on a daily basis.

Where the interventions involve group or one-to-one teaching away from the main class, the class teacher will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Careful records, usually in the form of an IEP (individual Education Plan), of all provision are kept and monitored.

- **REVIEW STAGE**

It is important to remember that reviewing is a dynamic process, not a one off event. The effectiveness of the support and interventions and their impact on the pupil's progress will be officially reviewed in line with the agreed date. But there may be changes made to children's plans following regular, often weekly planning meetings between deputy head teacher and inclusion leader/special educational needs coordinator and the TAs who deliver the plans.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.

Statutory and optional assessment tests will be used as part of the evidence of progress, as well as informal teacher assessments and observations.

This review will feed back into the analysis of the pupil's needs and the plan, do, review cycle begins again.

The class teacher working with the Inclusion Leader/Special Educational Needs Coordinator, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has a statement or an Education, Health and Care Plan, the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

The school's system of termly progress checking meetings allows this assess, plan, do, review cycle to happen smoothly with all relevant adults being present. It is the role of the deputy head teacher and the inclusion leader/special educational needs coordinator to liaise with the teaching assistants who deliver the interventions and support prior to the progress checking meeting. This information is then fed back at the progress checking meetings.

PARTNERSHIP WITH PARENTS

We value the key role parents play in the education of their children and actively work to support this role by aiming to develop a working partnership with all parents. We see this relationship as essential if children with special educational needs are to make progress. The new code of practice emphasizes the need for greater parental collaboration throughout the whole process of identification and assessment as well as during the planning and doing stages.

All parents are positively encouraged to contact the school to discuss any concerns with the Headteacher, either by appointment or at parents' evenings.

We also have a parent support worker who works for 5 hours in school and can be available to meet with parents if they have issues they wish to discuss. She can be contacted through the school office.

The Inclusion Leader is available to meet with parents at parents' evenings and at other times by appointment. She can be contacted through the school office.

In addition to this general school-parental liaison, parents with children who have Special Educational Needs are encouraged to develop strategic two way communication through both formal and informal discussions with staff at the school about issues concerning their child's educational needs as well as providing specific insight into their child's needs. This is done by the parents being:

1. Provided with knowledge of their child's entitlement by the class teacher within the SEN code of practice by

- informing and consulting them when their child's Special Educational Needs are first identified
- informing them of how the school supports children with Special Educational Needs
- informing them through the Annual Directors Report how Special Educational Needs funding is delegated and used within the school
- holding parents' open evenings about key changes to Special Educational Needs practice
- being consulted on the purpose of any intervention or programme of action and about agreed targets and areas for focus
- being consulted and informed about any identification of special needs and any proposed assessment by external agencies
- being advised about the use of medical and psychological reports to support pupil applications for transfer to secondary schools as well as their planning of provision at the secondary school.
- being supported through the statutory assessment process should it arise

2. Encouraged to make their views known about how their child is educated by

- making an appointment to see the class teacher, Inclusion Leader or the Headteacher whenever concerns arise
- collaborating in the assess, plan, do, review cycle,
- arranging with class teacher to view and contribute to this learning journey at any time

PUPIL PARTICIPATION AT MOORDOWN ST. JOHN'S

At Moordown St. John's we recognise that all children have rights and responsibilities. The new SEND guidance places great emphasis on the voice of the child being at the centre of planning and decision making about their learning and the extra provision they receive. We recognize the importance of involving the child in all stages of their assess. plan, do, review cycle. All plans are agreed in partnership with the child (depending on their level of maturity and understanding) and their family.

Specifically we encourage active participation in the following ways –

- Children are involved with the preparation of their IEP and regard is given to their own choices, preferences and learning style
- IEPs are written in language appropriate to the child's understanding. Targets are shared, agreed on and reviewed with the child and talked through on a regular basis by teachers and TAs
- Achievements are celebrated and noted in the IEP
- New targets are written, whenever possible, with the child

- We explain clearly to children, in the most appropriate way, what intervention and support they will receive and what their contribution could be
- Children with a Statement of Special Educational Needs or an Education, Health and Care Plan usually contribute to annual reviews through a dictated or self written evaluation of their own progress and attitudes
- At secondary transfer pupils and their parents are encouraged to attend open days etc. and investigate the Secondary School's SEN/inclusion department and practice. Where necessary and for all children with a Statement of Special Educational Needs we will call a liaison meeting for all parties to ensure a smooth and positive transfer to secondary school

REVIEW AND MONITORING

The work of the Teaching Assistants and the educational provision for pupils with Special Educational Needs is regularly monitored by the Inclusion Leader through the monitoring of class plans, classroom inclusion practice, IEP monitoring and evaluation and pupil progress monitoring and pupil self-evaluation.

As well as this level of monitoring whole school monitoring occurs as identified in the policy for Inclusion.

MISCELLANEOUS

Risk Assessments for pupils with Challenging Behaviours

Following Local Authority guidelines Risk Assessments are completed and Individual Behaviour Plans designed for pupils whose behaviour regularly challenges the usual behaviour shaping procedures within school, or is significantly challenging to require a specifically agreed procedure to any identified behaviours. These are agreed with parents, related school staff including Senior Staff and external advisory professionals and reviewed regularly. These Individual Behaviour Plans are made available to any new member of staff including Supply Teachers as necessary.

POLICY REVIEW

Having been carefully considered by the Pupil Achievement Working Group (Curriculum), this policy was ratified by the Board of Directors at its meeting on 5 July 2016.

This policy will be reviewed on an annual basis, with the next review taking place during February 2017. However this will be brought forward should changes in protocol be recommended by either the Department for Education or the Local Authority.

Signed: *Andy Swain*
Chair, Pupil Achievement Working Group (Curriculum)

Date: 5 July 2016