



St Clement and St James
Special Educational Needs and Disability
Policy
2017

Introduction

Our Vision

St Clement and St James is a school with Christian values at its heart. We are proud of its history and our strong links with the vibrant community to which we belong. We welcome and celebrate every child, helping all children to develop their character and full academic potential. We promote high aspirations and a love of learning through a rich and varied curriculum.

Our school values are friendship, forgiveness, excellence, thankfulness, creativity and compassion.

St Clement and St James follows the Special Educational Needs and Disability Code of Practice issued by the DfES and DfHS in 2014. The Code of Practice is designed to help schools make effective decisions about provision for children with special educational needs.

We aim to create a positive learning environment, where all children's needs and views are valued and no child is disadvantaged by race, class, gender or disability. We aim to raise achievement, share high expectations of ourselves and our pupils and involve parents in their children's education. We aim to support all staff in carrying out their roles effectively.

Teachers have access to training and support to enable them to identify, assess, teach, support and review the progress of pupils with SEND. This is included in regular after-school inset and particular specialist training, including, where appropriate, outreach work from special schools.

Staff understand the importance of early identification of SEND and the need for appropriate support and provision. The SEND Code of Practice is an integral part of class teaching arrangements.

Definition of Special Educational Needs:

'Children have special educational needs if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

(c) are under compulsory school age and fall within the definition at (a) or (b)

Children must not be 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.'

Objectives of SEND policy

To ensure that:

- the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice July 2014;
- we value the uniqueness of each member of the school;
- pupils with SEND have access to a broad and balanced curriculum which caters for their individual learning needs within a framework of equal opportunities and inclusion;
- pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours;
- pupils with special educational needs are identified as early as possible;
- parents are involved, encouraged, their support is valued and they are regularly informed about their children's progress;
- all our pupils are involved in decisions made about them and their education;
- procedures involved in SEND identification, provision, monitoring and review are clear to all;
- relevant and informative records which track pupils through the school are maintained and passed on;
- appropriate support is provided to meet the needs of pupils with SEN.

Roles and responsibilities

The Headteacher

The Headteacher has overall responsibility for the policy and provision of SEN within the school.

The Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator (SENCo) and leader of inclusion is the Deputy Headteacher.

The SENCo is responsible for:

- liaising with the Headteacher re: meetings with parents and outside agencies;
- liaising with and advising teachers;
- liaising with and advising Teaching Assistants and Support Teachers;
- the day to day operation of the SEND policy;
- co-ordinating provision for children with special educational needs;
- advising on the graduated approach to providing SEND support;
- maintaining the school's SEND records and overseeing class based records on all pupils with special educational needs;
- contributing to the in-service training of staff as appropriate;
- liaising with external agencies;
- maintaining SEND files;
- collaborating with all staff so learning for all children is given equal priority and resources are used to maximum effect;
- planning and holding annual reviews for children with statements or Education, Health and Care Plans (EHC Plan);

- meeting parents, in conjunction with class teachers, to ensure that they are involved with setting and reviewing targets for their child and to regularly discuss their child's progress;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Class teachers

Class teachers are teachers of all children, including those with SEND.

Class teachers are responsible for:

- identifying pupils with special educational needs;
- in liaison with the SENCo, assessing a pupil's needs through formal and informal assessments, experience of the pupil, their previous progress and attainment;
- implementing agreed strategies with individual children;
- ensuring that planning is clearly differentiated according to the children's needs;
- setting realistic, attainable but suitably challenging targets;
- in liaison with the SENCo, devising a Learning Plan for pupils and deciding on which interventions are needed to support the child;
- in liaison with the SENCo, meeting with external agencies working with the child;
- contributing to records kept in SEND files;
- meeting parents to review targets;
- seeking parents' views;
- eliciting pupils' views;
- preparing documentation for meetings with the educational psychologist, statutory assessment and annual reviews (with the support of the SENCo as appropriate);
- attending relevant meetings to discuss individual children's progress eg annual reviews.

Other teachers and teaching assistants

Further teachers or teaching assistants may be timetabled to provide additional learning support for groups/individuals and to support the class teacher in ensuring effective planning and teaching for children with SEND.

Individual Support Teachers support individual pupils who have a statement of Special Educational Need or EHC Plan, where this provision is specified in the statement/EHC Plan. These teachers should:

- contribute to records and assessment;
- help to draw up learning plans;
- plan work for individuals and groups as appropriate;
- liaise with the class teacher;
- attend relevant meetings to discuss individual children's progress.
- regularly meet with parents to review targets, discuss their child's progress and seek parents' views and observations.

Teaching Assistants

Teaching Assistants are funded from the schools delegated budget and may support individuals or groups of children with SEN under the guidance of the class teacher.

Where a child's statement of Special Educational Need or EHC Plan specifies the provision of a Teaching Assistant, this is funded by the school and the Local Authority. Where necessary, the school provides additional Teaching Assistant time to support children with statements or EHC Plans. SEND Teaching Assistants may contribute to records in the class SEND file where appropriate, support the teacher in writing a pupil's learning plan, and attend relevant meetings to discuss individual children's progress, for example annual reviews.

Supply teachers

Class teachers and teaching assistants should ensure that children with SEND are indicated to supply teachers.

Governors' statutory duty

The Governing Body, in consultation with the Headteacher, is fully involved in developing and monitoring the school's policy and provision for SEND. It establishes appropriate staffing and funding arrangements and maintains an oversight of the school's work, keeping itself up to date and knowledgeable about the school's SEND provision including funding, equipment and the deployment of resources.

The Governing body has a designated SEND Governor and the Governing Body ensures SEND provision is an integral part of the School Improvement Plan. The Learning and Teaching Committee monitors the progress and attainment of children with SEND, and the SEND Governor is a member of this committee.

Funding and Resources

Human Resources

- The school has a number of Teaching Assistants and their roles may include supporting children with SEND.
- The school provides funding for pupils identified with SEND. Allocation is dependent on the number of children requiring intervention in each class and the school's delegated budget. This may vary from term to term and year to year.
- Individual Support Teachers are employed through the Pupil Support Service and are deployed to support pupils whose statement of Special Educational Need or EHC Plan specifies this support.
- Other teaching staff (Headteacher and Deputy Headteacher) are deployed to support classes according to need. Special educational need is one area taken into consideration.
- The LA provides an Educational Psychology Service. The SENCo is responsible for organising the work of the Educational Psychologist in school, with children, staff and parents. The EP visits the school regularly to work with teachers on consultation and assessment over individuals, groups or classes causing concern. This work is carried out according to the needs and priorities of the school through collaborative work with teachers. Consultation takes place with the people most concerned, ie the class teacher, parents, SENCo or the Headteacher.

Physical Resources

The SENCo bids for money for SEND resources as part of school improvement planning.

Each class is resourced to reflect the range of ability and need, including resources to enable children with SEND to access the curriculum.

Identification, assessment and review of SEND

Teachers liaise with the SENCo in identifying and providing appropriate provision for children with SEND. Systems for tracking pupil achievement and attainment support this identification. Termly assessment reviews include monitoring the progress and attainment of pupils with SEND, and help identify children who have particular needs.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND register.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the school's understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular

teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments in consultation with parents and the pupil.

Teachers and Teaching Assistants work with support teachers and professionals from external agencies such as the Behaviour Intervention Team, the Early Years Intervention and Autism Team, the Speech and Language Therapy Service, Occupational Therapy and Child and Adolescent Mental Health Services (CAMHS).

We liaise with the Educational Psychology Service to identify issues, work with families and plan programmes and strategies for individual pupils.

If a child is showing they are making excellent progress with the support measures that have been put in place, he/she will be reassessed against the borough SEN audit criteria and may be taken off the SEN register.

National curriculum progress

Class teachers have opportunities to identify needs regularly through ongoing informal and formal assessment and record keeping (see Assessment Policy). Formal opportunities which may aid the identification of SEN in core curriculum areas are:

- Baseline assessments in Reception and Nursery
- End of year assessments in Reception and Nursery
- End of year standardised tests from Year 3 to year 5 in maths, reading and writing
- SATs in Year 2 and Year 6
- Ongoing class reading, writing and maths assessments
- Termly assessment reviews
- Assessments carried out by other professionals including the Educational Psychologist, Speech and Language Therapist, Early Years Intervention and Autism Team and Behaviour Intervention Team.

SIMS Assessment Manager is used to identify need and track progress.

Pupils performing below expected levels for their year group are monitored and the class teacher plans differentiated work accordingly. Pupils may be given extra

support in class. If necessary, additional individual assessments may be carried out in order to identify and clarify the area of difficulty.

Pupils who appear to be underachieving despite working within the appropriate NC levels may have an emotional difficulty or specific learning difficulty (SLD). Discussion with parents, support staff and Educational Psychologist may be carried out as necessary.

Medical or physical needs

Concerns about health or physical needs may be raised by parents, the school nurse or the class teacher. Special arrangements or provision can then be made as appropriate in liaison with appropriate agencies.

Behavioural and emotional needs

The needs of most pupils are met by following the whole school behaviour policy. In some cases, teachers or parents may raise concerns about a pupil's behaviour or emotional needs. Tracking of the school's behaviour sanctions can aid identification of behavioural and emotional needs. Appropriate support for a child may range from very simple procedures to more complex programmes in conjunction with the Behaviour Intervention Team or the Educational Psychologist.

Admissions and Inclusion

When a child with SEND or with a statement of SEND/EHC Plan applies for a place s/he will be considered in accordance with the admissions policy and published criteria.

The Special Educational Needs and Disability Code of Practice

The Code of Practice provides a guide for schools and LAs of the practical help they can give to children with special educational needs and disability. It recommends that schools should identify children's needs and take action to meet those needs as early as possible, working with both parents and pupils.

Children may have difficulty learning because of:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical needs.

The Code of Practice

This sets out the course of action and intervention to help children who have SEND. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be sought to support a child with any difficulties that they may be experiencing.

Education Health and Care Plan

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Education, Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to

make provision in accordance with an EHC Plan. In this case, the school, in consultation with the parents of the pupil and the school Educational Psychologist, may decide to request an Education, Health and Care needs assessment by the LA. Parents can also request an assessment of their child which will be considered by the school and the LA.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

One of the significant changes arising from the new code of practice is the replacement of the current statement of Special Educational Needs, for those children with the most complex needs, with a new Education, Health and Care Plan. This will be supported by an Education, Health and Care Plan pathway. Children with existing statements will be transferred onto an Education, Health and Care Plan. This will usually be completed through the annual review process. The new plan will provide the same statutory protection and rights as the statement.

Annual Reviews for children with statements of SEND or EHC Plan

The purpose of an annual review is to ensure that the parents, pupil, LA, school and all professionals involved monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement/EHC Plan. The meeting must focus on the child or young person's progress towards achieving the outcomes specified in the statement/EHC plan, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. Children, parents and young people are supported to engage fully in the review meeting.

An interim/early review may be called if it is recommended at a previous annual review, where a school identifies a pupil who is at serious risk of disaffection or exclusion, when a child has needs that change rapidly or as a measure to reassure parents and other professionals.

The SENCo seeks written advice and information about the child or young person prior to the meeting from all parties invited, and sends any advice and information gathered to all those invited at least two weeks before the meeting.

Learning Plans

- Learning Plans are used to plan interventions for individual pupils or groups at SEN support and for pupils with statements of SEND or an EHC Plan.
- Learning Plans are intended to raise achievement for pupils with SEND and should be seen as working documents that promote effective planning and intervention by staff and result in the achievement of specific goals for pupils with SEND.
- Learning Plans detail provision additional to or different from that available to all pupils.
- Learning Plans focus on up to three targets which are extra to or different from those for most pupils. These targets are shared with all staff working with the pupil.
- They are reviewed three times a year.
- Learning Plans should be free of jargon and comprehensible to all staff and parents.

- Learning Plans should help pupils monitor their own progress.
- Learning Plans are linked to specific interventions that will support the child in making progress and achieving the target that they have been set.

Working with Parents and Children

Learning Plans are shared and discussed with parents by the class teacher and, if appropriate, the SENCo. Parents are informed when their children receive additional learning support. Any meetings, whether teacher or parent initiated, should be recorded. Copies of letters are kept and filed. These are gathered by the class teacher, support teacher or SENCo as appropriate.

Organisation of SEND records

- Current Learning Plans for pupils are kept in the teachers' planning files.
- Each pupil's SEND history is kept by the SENCo and teachers/support teachers have access to this information.
- A record of children with SEND is held within the SIMS database. A paper record of children with SEND is also kept by the SENCo.
- SEND files include Learning Plans, Educational Psychologist notes and any other relevant information about the child.

The Local Offer

- As part of the new Code of Practice July 2014, local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it;
- To make provision more responsive to local needs and aspirations by directly involving disabled children and young people and those with SEND, their parents and service providers in its development and review.

The Local Offer should cover:

- Support available to all children and young people with SEN or disabilities from universal services such as schools and GPs.
- Targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services.
- Specialist services for children and young people with SEN or disabilities who require specialised, longer term support. Schools are required to be transparent in what the school offers in terms of support for children with Special Educational Needs.
- Further information about the Local Offer is located on the school website under the Special Educational Needs section.

Access to the curriculum, integration and evaluation for pupils with SEN

Pupils with SEND have access to all areas of the National Curriculum and the Foundation Stage Curriculum. Tasks are tailored to meet individual needs in the following ways:

- Teachers make decisions about which actions are appropriate for which pupils on an individual basis, by careful assessment of the pupil's difficulties and the need for different approaches to learning in the classroom context.
- Teachers make provision for SEND pupils in their planning.
- All pupils with SEND, including pupils with statements/EHC Plans, are in mainstream mixed ability classes.
- Teachers organise a variety of pupil groupings for learning and working in the classroom. For most children with SEND, extra support will be provided within the classroom.
- Where a child spends some time outside the ordinary classroom, it is in the context of the inclusive curriculum.

Complaints Procedure

Any concerns about a child should be addressed to the class teacher in the first instance. Parents need to make an appointment to see class teachers. Most concerns should be resolved at this level. If a concern cannot be resolved by the class teacher then the matter should be referred to the Headteacher, through an appointment or in writing. The Headteacher will meet the parent to discuss the concern and may involve the class teacher in agreeing a plan of action with them.

In serious instances of concern, where the previous steps have been followed and parents are dissatisfied with the outcome, the school's Complaints Policy should be followed.

Staff development

Support is available through curriculum co-ordinators for individual subject areas. The SENCo or Headteacher may also offer advice/support and recommend further action.

The school's inset programme includes issues regarding SEND. Class teachers and Teaching Assistants working with children with SEND are encouraged to attend training regarding their role and responsibilities including English, Maths, behaviour management and SEND.

The SENCo attends the regular SENCo Forum and SEND conferences facilitated by the LA. The SENCo will also undertake the mandatory National Award for SEN Coordination within three years of taking up the role.

Links with other schools

When a pre-school pupil with SEND transfers from nursery, a visit by the class teacher or SENCo is arranged. Transfer meetings are held for children in Year 6 with statements/EHC Plans in the summer term.

Links with other services and organisations

The SENCo is responsible for liaising with other services supporting children with SEN in school. The following services may work with children in school.

CENMAC

The Centre for Micro-Assisted Communication is available for referrals of pupils with physical difficulties or Specific Learning Difficulties. Pupils are assessed and may be provided with ICT equipment or software as appropriate.

Occupational Therapy

This service is linked to the Occupational Therapy department and is usually provided for pupils who have a need for OT linked to a statement of SEN. There are two school-based Occupational Therapists who may, on occasion, work with an individual or group of children who do not have a statement or EHC Plan. The SENCo is responsible for making referrals to this service.

Speech and Language Therapy

The school or parents can refer children for assessment if they have a concern regarding speech and language development. The therapist attached to the school can offer programmes of support in school for children including children who have a need for speech and language therapy specified in their statement of SEN/EHC Plan. Where extra speech and language therapist time is available, this is directed towards other pupils with an identified speech and language need but no statement or EHC Plan.

Physiotherapy

This service is linked to St Mary's Hospital and is usually provided for pupils who have a need for physiotherapy linked to a statement of SEN/EHC Plan.

Behaviour Intervention Team

This service provides teachers with support for pupils, or groups of pupils, in their class with behavioural needs. If a teacher is concerned about the behaviour of a particular child, group of children or are find the behaviour management of their whole class difficult, they raise their concerns to the SENCo, who will then make a referral.

Autism and Early Years Intervention Team

If a child has a diagnosis of autism or a teacher raises severe concerns about a child in the Foundation Stage, a referral can be made by the SENCo to this service. The Early Years Intervention and Autism Team provide training and support for the staff team working with the child to put programmes in place to support the pupil's learning and social needs. They will also work one to one with pupils.

Adopted by the Governing Body: 18.10.17

Review date: autumn 2018

Signed:

Chair of Governors

Headteacher