

St Hilda's CE Primary School Special Educational Needs and Disability policy

SENCo/SLT: Miss J. Cooke (NASENCo, MMU, 2013)
SEN Governor: Mr Sheikh Abdul Amin



This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years, July 2014, and has been written with reference to the following documents:

- SEND Code of Practice, DfE/DoH, July 2014
- Equality Act 2010: Advice for Schools, DfE, February 2013

Aims

At St Hilda's we strive to deliver an inclusive curriculum which meets the needs of all of our pupils. We believe that all children are entitled to the provision of a broad and balanced academic, social, spiritual, moral and cultural curriculum. We are committed to providing maximum inclusion through the most appropriate use of resources.

Objectives

- To endeavour to create an appropriate learning environment to meet individual pupil need
- To ensure early identification, assessment and provision for children with SEN
- To make clear the expectations of all partners in the process and to support parents in the understanding of their role where necessary
- To identify the roles and responsibilities of all staff in providing for pupils' SEN
- To enable all children to have full access to all elements of the school curriculum and out of hours learning opportunities
- To encourage participation and pupil voice wherever possible
- To provide appropriate support and training for school staff wherever necessary

Identifying Special Educational Needs

The SEND Code of Practice 2014 states that 'a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

The four broad areas of Special Educational Need are identified as:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties (formerly Behavioural, Emotional and Social Difficulties)
- Sensory and/or physical needs

The Equality Act 2010 defines disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. Children with a disability do not necessarily have SEN, but where a disabled child requires special educational provision they will also be covered by the SEN definition.

It is acknowledged that some children may present with other factors which impact upon their learning and progress, including, but not exclusive to, punctuality, attendance, disability, bereavement, challenging family circumstances or being a Looked After Child or a new arrival, especially those with English as an Additional Language. We are aware that these children can be vulnerable and endeavour to support them through appropriate means. Our school Parent Support Advisors are available for parents to contact and work closely with families to offer support. We also liaise with the School Attendance Service, Social Care, the School Health Advisory Service and agencies and services where appropriate.

A Graduated Approach to Special Educational Needs

The stages of the Graduated Approach are as follows:

*Cause for Concern

*SEN Support

*Education, Health and Care Plan/Statement of SEN

All teachers plan to meet the needs of all pupils in their class through quality, differentiated teaching. This is the first step in meeting the needs of pupils with SEN. The progress of all pupils is closely monitored through Pupil Progress Reviews.

If Quality First Teaching has not closed the attainment gap, or it is apparent that a pupil has emotional, social or mental health needs which are not being met through general classroom practice, a 'Cause for Concern' form will be completed. Details of specific concerns, strategies already employed, etc will be passed to the SENCo. A discussion with the class teacher about further strategies to try may be held, or a referral to an external agency may be made. If this is the case, a meeting will be held with parents to share the concern, gain parental views and gain consent for the involvement of external agencies.

If the pupil is felt to have a learning need, or for some circumstances of emotional/social need, it may be necessary to set individual targets for the pupil, which will be reviewed on a termly basis. Targets set by external agencies will be taken into account where relevant. This forms part of the 'Assess, Plan, Do, Review' cycle.

Should the pupil's needs be felt to be severe and/or complex or the pupil requires a high level of additional support for a sustained period of time, a decision to request a Statutory Assessment via the local authority may be made. Parents will be fully involved in this process.

Managing pupil needs on the SEN register

The SEN register will be reviewed termly alongside the Pupil Progress Reviews or more frequently if circumstances dictate this.

Criteria for exiting the SEN register

Some children will remain on the SEN register throughout their whole school career. However, some children, after receiving the appropriate provision will be deemed to no longer have a SEN. Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, they should then be removed from the SEN register. If emotional/social issues have resolved, the pupil may also be removed from the SEN register. However, it should be noted that we may, in some instances, decide to hold the pupil on the SEN register for low-level monitoring purposes.

Supporting pupils and families

Details of our Admissions Policy and the school SEN Information Report can be found in the Parents section of our school website.

Details of Oldham Council's Local Offer can be found on their website at http://www.oldham.gov.uk/info/200368/children_with_disabilities

Supporting pupils at school with medical conditions

At St Hilda's we recognise that pupils with medical conditions will need appropriate support to fully access a broad and balanced curriculum. Some pupils with medical conditions may have a disability and where this is the case, the school will comply with its duties under the Equality Act 2010.

For pupils who have a Statement of SEN/Education, Health and Care Plan, the SEND Code of Practice will also be adhered to.

Further information on the management of medical conditions in school can be found in our Management of medical conditions in school policy which is available on the school website.

Monitoring and evaluation of SEND

The quality of provision for all learners is regularly monitored by the Senior Leadership Team. This is undertaken via rigorous staff appraisal, lesson observation, work scrutiny and learning walks. Termly pupil progress reviews involving monitoring of data, targets, predictions and

progress are carried out. These are attended by the SENCo in order to discuss individual pupil need and progress. Monitoring of SEN interventions and provision in class is carried out by the SENCo via the routes detailed above.

Training and resources

St Hilda's receives SEN funding via the Notional SEN budget and High Needs budget.

The training needs of school staff are identified via the School Development Plan, through individual Appraisal reviews and in response to the needs of individual pupils. The SENCo attends CPD and network meetings in order to keep up to date with local and national SEND developments.

Roles and responsibilities

***Class teacher**

All teachers are teachers of all children and are responsible for providing quality first teaching for all the pupils in their class. They are responsible for day to day communication with parents and keeping parents informed of progress. The class teacher should familiarise themselves with all pupils on the SEN register, complete and review Pupil Goal sheets for individuals when appropriate and liaise with the SENCo about supporting pupils with more complex needs. They should also provide relevant information to contribute to Statutory Assessment and Annual Review reports.

***Special Support Assistants (SSAs)**

SSAs are managed and deployed by the SENCo. They work with individuals or small groups, within the classroom or within intervention areas. They are responsible for providing documentary evidence to contribute to records of pupils' learning (Learning Journeys, Tapestry, annotations of work completed with the pupil, etc) and for providing notes and/or assessment data to the class teacher and SENCo upon completion of an intervention. They may also be asked to contribute information to Statutory Assessment and Annual Review reports, either directly, through contribution to the class teacher's report (upon which they should be named if this is the case) or via their notes made in daily diaries for pupils who have them. They also provide support, although not exclusively, for pupils with personal care needs.

*The SENCo is Miss J. Cooke. She is a member of the Senior Leadership Team and works closely with the headteacher and other Senior Leaders in school. She is closely involved in the strategic development of the SEN policy and provision in school in order to raise the achievement of pupils with SEND. Miss Cooke is responsible for the day to day operation of the school's SEN policy and for coordinating provision for pupils with SEND, working closely with staff, parents and external agencies to achieve this. She also contributes to the professional development of school staff. She also oversees the SEN funding and secures appropriate Statutory Assessment where appropriate. She liaises closely with the headteacher and reports to Governors via Governors Meetings and the Inclusion Sub Committee.

*The Headteacher is Mrs G. Pursey. She keeps the Governing Body informed of all aspects of the schools' work.

*The Governing Body has due regard to the SEND Code of Practice when carrying out its duties towards all pupils with SEND. They have identified Mr Sheikh Abdul Amin as SEN Governor. He receives SEN reports and information via the Governors Meetings and the Inclusion Sub-Committee.

Storing and managing information

Information about a pupil's SEND is confidential and will only be communicated to external agencies with parental consent, unless the school has Safeguarding concerns. Relevant information may be shared between the Senior Leadership team and with class teachers where applicable. Pupil information is stored on the school information management system, Integris G2, which is password protected. Timetabling information is held on the school drive, TSS. In addition, paper copies of SEN information may be securely held by the SENCo. Class teachers also hold an SEN Manual which is stored in classrooms. This contains generic SEN guidelines and master copies of referral forms, etc. In addition, a list of pupils on the SEN register in that class with details of their Primary SEN need is included. Pupil Goal sheets and any information deemed necessary for the class teacher to have access to is also held in this file. This file is accessed by any school staff when necessary with the understanding that its contents are not photocopied or shared further.

Transfer information is sent via S2S or through the post. Information for pupils who are no longer on the SEN register is held securely.

Accessibility

- *At St Hilda's we strive to provide a 'Guarantee of Experience' to all our pupils, endeavouring to address barriers to learning in whichever form they are presented.
- *All pupils have an entitlement to a broad, balanced and relevant curriculum which is appropriately differentiated in order to meet their needs as effectively as possible.
- *Pupils are exposed to positive adult role models of learning, language and social behaviour.
- *We provide a supportive and positive school and classroom environment in which rules and routines are consistently applied, expectations are clear and rewards and sanctions are age appropriate and consistent. Further detail can be found in the school Behaviour Policy.
- *Staff in school use a range of strategies to meet the individual needs of pupils. Lessons are placed in context with clear success criteria and are differentiated to meet the needs of individuals as appropriate. Formative and summative assessment takes place regularly in order to inform planning and track the progress of pupils.
- *The progress of all pupils in school is reviewed termly via Pupil Progress Reviews. The parents of pupils with Statements/Education, Health and Care plans and selected pupils with SEN Support are also invited to review their child's progress with the SENCo.
- *We support pupils in a variety of ways in order to maximise learning. Pupils may receive support to access the learning offered within the classroom. They may spend time working in a small group within or outside of the classroom. Some pupils may access individual interventions which take place outside of the classroom. These may be curriculum or emotional based.

*All of our pupils are encouraged to participate in educational trips and visits. Visits and pupil need are assessed on a case by case basis and appropriate adaptations to enable the participation of all pupils is made where necessary.

*Enrichment clubs and activities are advertised to all pupils and any adaptations made where necessary.

*Parental engagement and involvement in school life is actively encouraged. Initial contact can be made via the school office, where bilingual staff are available. The school Parent Support Adviser is readily available to support parents in personal advocacy or queries/concerns about their children. Parent Review Days are held in the Autumn and Summer terms where staff are available to discuss pupil progress. Parent Workshops are held throughout the year, where parents are encouraged to come into school and work alongside their children. Parent Council meets regularly in school. Projects such as SHAFLA (St Hilda's and Families Learning Association) and Stay and Play offer social opportunities, family support and opportunities for children under three to develop their social skills within a supportive and positive environment.

Dealing with complaints

Whilst we endeavour to work in partnership with parents and families, there may be occasions when a parent wishes to share a concern or make a complaint to school. Details of our Complaints Policy can be found in the Parents section of our school website.

Bullying

Details of our Anti-Bullying Policy can also be found in the Parents section of our school website.

Appendices

Related documents:

- St Hilda's CE Primary School SEN Information Report
- St Hilda's CE Primary School Management of medical conditions in school policy
- St Hilda's CE Primary School Single Equality policy
- St Hilda's CE Primary School Admission Policy
- St Hilda's CE Primary School Admission Policy
- St Hilda's CE Primary School Anti-Bullying Policy
- St Hilda's CE Primary School Complaints Policy

JC 09/17