SEND POLICY

Date Issued May 2017 **Date to be reviewed:** May 2018

This policy complies with the following guidance:

- Working together to safeguard children (2015)
- The Children and Families Act (2014)
- Reasonable adjustments for disabled pupils (2014)
- Supporting pupils with medical conditions (2014)
- SEND Code of Practice (2015)
- Keeping Children Safe in Education September 2016

Introduction

St Peter's uses the Special Educational Needs Code of Practice 2015 which gives guidance to schools and governing bodies on their responsibilities to all pupils with special educational needs.

As defined in the Code of Practice 2015, pupils have special educational needs if:

'*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'* (COP 2014/6.15)

Pupils must not be should not be assumed to have special educational needs because they are slow learners or of lower ability. Children with SEN have 'significant barriers to their learning' which require extra individualised provision, often with the support from Outside Agency colleagues.

The categories of SEN, as outlined in the Code of Practice 2015 are:

1. Communication and interaction

2. Cognition and learning

3. Social, emotional and mental health difficulties

4. Sensory and/or physical needs

Special educational provision means for pupils aged 2 or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for the pupils of their age in schools maintained by the Local Authority, other than special schools, in the area.

Pupils 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.

Within the outcomes of the Help Children Achieve More framework, our guiding principle is one of inclusion in which we serve to identify and break down barriers to learning.

Aims of Special Educational Needs Provision

- To ensure that all pupils with special educational needs are identified, assessed and recorded in line with the 2015 Code of Practice.

- To support early identification and intervention programmes, which will prevent later difficulties.

- Appropriate differentiated provision to ensure that all pupils have equal opportunities to access a full, broad and balanced curriculum from the Early Years Foundation Stage onwards, in order to achieve their full potential in all aspects of school life.

- To ensure that special educational needs is reflected fully in school policies, schemes of work and planning.

- To inform, involve and support parents and carers at all stages of intervention.

- To endeavour to involve pupils in the target setting process and reviewing their SEN

PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY IS A WHOLE SCHOOL RESPONSIBILITY.

Responsibilities

The Governing Body

The school governors have specific responsibility to

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs

- ensure that SEN pupils join in activities of the school, so far as is reasonably practical

- ensure that pupils' needs are made known to all who teach them
- ensure teachers are aware of the importance of identifying, and providing for those pupils who have special educational needs
- ensure parents or carers are aware of the special educational needs provision for their child

- consult the Local Authority and other governing bodies when it is necessary or desirable in the interests of co-ordinated special provision in the area
- have a governor who is designated Special Educational Needs Governor

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting special educational needs.
In doing so, Governors will have regard to the Special Educational Needs Code of Practice and the Disability Right Code of Practice for Schools. The Governors will report to parents or carers annually on the implementation of their Special Educational Needs Policy.

The Head teacher
The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Head teacher keeps the governing body fully informed and works closely with the Inclusion Managers. The Head teacher seeks out and shares best practice with the Local Authority and other schools.

Teaching Staff
All teachers are teachers of pupils with special educational needs and disability and will endeavour to adapt the curriculum to meet their individual needs. All staff are involved in the development of the school's special educational needs policy and are aware of the procedures for identifying, assessing and making provision for pupils with special educational needs. Class teachers are responsible for the progress of all in their class pupils, including those with SEN.

The Senco

The Senco for St. Peter's is Marie Hazelton.
The Inclusion Manager/Specialist Lead Teacher in the Nazareth Rooms is Helena Brooks.
The Senco is responsible for:
- Co-ordinating provision for pupils with special educational needs

- Assessing the individual needs of pupils who require learning support

- Advising, supporting and liaising with other teachers and support staff in the school

- Liaising with parents or carers of pupils with special educational needs

- Liaising with other school SENCos/Inclusion Managers, Educational Psychologists, School Nurse, Speech and Language Therapists and other agencies

Admission arrangements
All pupils who apply for admission to St. Peter's will be judged according to the admission criteria as decided by the governors.

Accessibility
Reasonable adjustments are made to the school environment to enable wheelchair access throughout the school premises ***(reasonable adjustments for disabled children 2012).*** There are accessible toilets in the infant and junior buildings. There is a stair lift at the entrance to school which can support wheelchair users if needed.

The school has an accessibility plan. No child is excluded from any school activity, after school club or trip because of SEN. Extra resources will be provided to ensure they are included, as far as is practicable and safe.

Allocation of Resources

The Local Authority provides the school with funding in its school budget towards meeting pupils' special educational needs. In addition the school follows the principles of 'Best Value' to ensure efficient and effective use of their resources.

The Budget is allocated to:

- Senco
- Learning Assistants
- Continuous Professional Development for teachers and support staff. To enable them to meet the needs of the pupils more effectively
- Resources

The allocation of resources within the school is based on a running annual audit of need during each academic year.

Identification and assessment of pupils with special educational needs

Pupils are only identified as having special educational needs if additional or different action is being taken. They will be identified as working at significantly below age related expectations, and/or will present with issues which are proving to be a significant barrier to learning and achievement.

The class teacher may identify difficulties in one or more areas, as outlined in the Code of Practice 2015: Communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs

The progress made by all pupils is regularly monitored and reviewed by the Senior Leadership team and discussed at termly 'Pupil Progress meetings'. Any child whose progress or current ability to achieve their potential is causing concern is highlighted to the class teacher and the Senco, if appropriate. These concerns are shared with the parents/carers.

All staff are responsible for identifying pupils with special educational needs. The Senco works with staff to ensure that those pupils who may need additional or different support are identified at an early stage. Please refer to 'Initial Concern' section for further details.

Initial Concern

If the school or parent/carer has concerns about the progress of a pupil and suspects the child may have Special Educational Needs, the Senco will arrange to observe the pupil and an Initial Concern form will be started. (Appendix 4). The parents/carers will be invited in to school to discuss the concerns and to gather more information. The Senco will suggest strategies to put into practice.

Results of formal tests as well as teacher assessments will be used in determining whether to write a SEN Support plan. The advice and/or support of Outside Agency specialists in undertaking additional assessments may be sought. Pupils and parents or carers will be fully involved - their agreement must be sought for any referrals.

After 4 – 6 weeks of monitoring, trying suggested strategies and information gathering, if adequate progress has not been made, or additional/different provision needs to continue, a SEN Support Plan will be put in place and will be discussed with the child's parents or carers. The parent/carer will receive written notification of the school's intended action to write a SEN Support Plan for their child (Appendix 5)

Pupil Passports

Every child on the SEN Support Register has a Pupil Passport written for them. This outlines ways the adults working with them can help them achieve, how they can help themselves, how their parents/carers can help and details of Outside Agency involvement. (Appendix 1)

SEN Support Plans

SEN Support plans are written by class teachers, with support from the Inclusion Manger. They should contain no more than 3 'Agreed Outcomes'. (Appendix 2)

In accordance with the SEN Code of Practice 2015, parents/carers will meet with the class teacher three times a year to review SEN Support plans and the outcomes will be recorded on the SEN Support review form

(Appendix 3). Pupils will participate and their views will be recorded on the review form and they will be asked to sign this, along with their SEN Support Plan. The annual timetable for reviews is outlined in the class SEN folder.
These review meetings are in addition to the regular 'parent/teacher' consultation meetings.
Copies of all SEN Support Plans and review forms are provided by class teachers for parents/carers. Plans are signed by: the pupil, the parent/carer, the class teacher and the Senco.

Discontinuing SEN Support
When a child makes the necessary progress so that additional or different provision is no longer necessary, the class teacher will discuss ceasing the child's SEN Support plan with the Senco. If it is agreed a SEN Support plan is no longer required, the class teacher will discuss this with the child's parents/carers at the review meeting, or arrange a meeting sooner if appropriate. The class teacher will give the parents/carers written confirmation that the child's SEN Support plan is ceasing (Appendix 6)

Education and Health Care Plans
If a pupil demonstrates significant cause for concern, the school will request that an initial evaluation to carry out a statutory assessment is carried out by the Local Authority where the child is resident. Whilst the statutory assessment is being carried out, the pupil will continue to receive SEN Support provision.
Any pupil with a statement of special educational needs/EHC plan, in addition to termly reviews of the SEN Support Plan, will have an annual review of their progress and the specific support outlined in their statement. All professionals involved in the provision for a child with a statement/EHC plan are invited to attend the meeting and/or provide a written report. After the Annual Review meeting, a report will be provided for the Local Authority.
When the pupils are due to transfer to key stage three, planning for this will be started in year 5, with parents encouraged to begin considering the secondary school options most suited to their child.
If a pupil makes sufficient progress a statement of SEN/EHC plan may be discontinued by the Local Authority. Parents and carers may also request that an initial evaluation to carry out a Statutory Assessment of their child's needs is carried out by the Local Authority, by contacting the Barking and Dagenham SEN team.

Behaviour support plans
Pupils who need additional support to regulate their behaviour will have a Behaviour Support plan (Appendix 8) written by their class teacher, in consultation with their parents/carers. These are reviewed termly.

SEN folders
Each class teacher has an SEN folder. The information stored includes a list of children in the class:
- Learning Assistants
- Continuous Professional Development for teachers and support staff. To enable them to meet the needs of the pupils more effectively
- Resources

The allocation of resources within the school is based on a running annual audit of need during on the SEN register, exam results and teacher assessments for those children and their current and past IEPs/SEN Support plans and review forms, plus any other relevant documentation.
At the front of the folder is a timetable indicating when SEN Support Plans are to be reviewed and updated (Appendix 7)

Differentiation

All pupils, including pupils with SEN receive support to access the curriculum through differentiation, which is detailed on teachers' planning. Differentiation may take a range of forms and may be by task or outcome, level of support, using ICT to record ideas, use of additional/different resources.

Using ICT to support children with SEN
Children throughout the school have regular access to computers, i-pads and eee books to support their learning. This enables children to access a range of programs to support skills development (Purple Mash, Oxford Owl, 2 Type), knowledge and recording of ideas (e.g. 2Connect,).
These are issued to individual children on a needs basis, as assessed by the Senco.

Pupil Participation
Pupils will be encouraged to participate in all decision-making processes including the setting of learning targets and contributing to SEN Support Plans, discussions about choices of schools and transition processes. Pupils will be involved in these processes in the most appropriate way according to their age and needs. These may include; forms to express their views through writing or pictures; pupil interviews; using PECs cards to indicate likes and dislikes.

Partnership with parents or carers
All parents or carers of pupils with special educational needs will be valued as partners and supported to play an active and valued role in their pupil's education. Initial concerns about a child will always be discussed with parents and carers.
Parents and carers are invited to meet with their child's class teacher termly to review the current SEN Support targets and discuss new ones, as appropriate. SEN support plans detail ways in which parents and carers may support their child's learning and development at home.
The school provides information about Local children's centres, the Heathway Centre and the Parents in Partnership Service to all parents or carers of pupils with special educational needs.

Links with other agencies and voluntary organisations
External support services play an important part in helping the school identify, assess and make Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. They also provide training to develop teaching and learning strategies. The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the school. Other Educational Psychologists also visit pupils who live out of the Borough. In addition the school may seek advice from the following agencies:

- Barking and Dagenham SEN/Inclusion team
- Speech and language Therapy Service
- Educational Psychology Service
- Child Development Team
- Occupational health
- CAMHS

Links with other mainstream schools, pre-schools and nurseries
The Inclusion Managers will liaise with the SENCOs/Inclusion Leaders of the secondary schools during the summer term to ensure that effective transfer arrangements are in place to support pupils at the time of transfer. Pupils are also given support through transition activities within school.
Where a child is to be admitted into Reception with a Statement of SEN/EHC plan from a local pre-school or nursery, staff from the EYFS department will arrange to liaise with the child's current setting.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education Regulations 2000. When pupils transfer to St Peter's the Clerical Administrator accesses pupils' records via a secure website

Transition between year groups

Current class teachers meet with the new class teacher at the end of the summer term, for an SEN 'handover' meeting during which provision for SEN children and the details of any current Care Plans are discussed. The purpose of this meeting is to facilitate a smooth transition for the child.

Transition work for pupils with SEN, as appropriate to their needs, begins in the summer term. This work may involve some or all of the following: use of 'Social Stories'; providing photographs of members of staff and the classroom; additional time spent in the new classroom/meeting the new teacher and LSA; the new teacher and/or LSA observing and working with the child in their current class.

Resources

A range of resources are located in the Senco's office and speech and language rooms 1 and 2, including DFE Publications – Code of Practice

Literacy

Numeracy

ICT (1 eee book/set of 13 iPads)

Communication, Social and Behaviour

Handwriting

Speech and Language

Gross/Fine Motor skills

Intervention resources

A running audit is undertaken each year and identifies areas where additional resources and support will be beneficial.

Medical Needs – Health Care Plans

If a child has a medical condition which requires a Health Care Plan to be written, their parents or carers Medical Needs – are invited to a meeting with the School Nurse and Senco. The Care Plan is written and copies are given to: the child's parent/carer; the child's class teacher; the Office Staff; the School Nurse; the child's GP.

Teachers must ensure they are familiar with the details in the Care Plan.

Children who may suffer extreme reactions, e.g. anaphylaxis, hypoglycaemia or seizures have a photo card displayed on the classroom medical cupboard or back of the classroom door, detailing their condition and where their medication is located. A copy is also displayed in the staff room and school office so all staff are aware.

Care Plans are reviewed annually. Copies are stored in the Class SEN Folder, the school office and in the Senco's office.

Children who have been prescribed Epipens for anaphylaxis are required to keep two pens in school: one pen in the classroom (usually the teacher's drawer) and one pen in the School Office. It is the responsibility of the parent/carer to ensure medication is in date.

(See policy on supporting children with medical needs for further information).

Complaints Procedures

The school's complaints procedures are set out in the school's prospectus. Under the Special Educational Needs and Disability Act 2001 parents may seek advice on resolving disagreements through the LEA Mediation Service. The school will make further information about this process on request.