

# **St Matthew's Primary School**

## **Special Educational Needs Policy**

## Opening Statement

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, Leadership Team and all other members of staff, both teaching and support staff, have important day-to-day responsibilities. Under the terms of the Teachers' Standards (2012) all teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

## Rationale

The Special Educational Needs (SEN) and Disabilities Code of Practice (2014) defines a child as having:

... special educational needs if *"they have a learning difficulty or disability which calls for special educational provision to be made for him or her."*

... a learning difficulty or disability if *"he or she has a significantly greater difficulty in learning than the majority of others of the same age"* or *"has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."*

The Equality Act (2010) defines a child as having a disability if they have:

... *"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."*

St Matthew's Primary School recognises that children with SEN can include those with learning difficulties, communication difficulties, social, emotional and / or behavioural difficulties, sensory impairments or physical disabilities.

St Matthew's Primary School also recognises that there is a significant overlap between children with disabilities and those with SEN. However, whilst many children with SEN may have a disability, children with disabilities do not all necessarily have SEN. It is only when a child with a disability requires special educational provision that they will also be covered by the SEN definition.

This SEN Policy works alongside and in conjunction with the 'Local Offer' offered by Luton Borough Council Local Authority and various other school policies, including:

- Teaching and Learning Policy
- Disabilities Policy
- Behaviour Policy
- Pupil Premium Policy
- Attendance Policy
- Safeguarding Policy

## **Aims**

As a school we aim to:

- Identify all children with SEN as early as possible
- Facilitate the development of children with SEN and help them to achieve the best possible outcomes, preparing them effectively for adulthood
- Work in full partnership with parents, taking into account their views and keeping them informed of their child's needs and progress
- Take into account the views, wishes and feelings of the child wherever possible and where age appropriate

## **Objectives**

As a school our objectives are to:

- To ensure Quality First Teaching includes and supports progress of all children
- Provide appropriate high quality intervention to meet the needs of all pupils
- To ensure a clear process for identifying, assessing, planning, implementing and reviewing provision for SEND pupils
- To promote the voice of the pupil and their family in all decisions about ongoing provision and support
- Continually monitor and review the progress of children with SEN, making necessary adjustments to provision where required in order to improve outcomes
- Ensure a climate of warmth and sensitivity exists amongst staff and pupils through a strong, positive ethos and emotionally literate environment
- Plan and deliver training for all staff groups to ensure continued professional development of skills to meet the needs of all pupils
- To develop and manage effective whole school provision of SEND ensuring good or better progress from individual starting points

## **Roles and Responsibilities**

The SENCOs are: **Victoria Hall** and **Danielle Brunton**

The SENCOs are responsible for the day to day operation of the SEN policy and co-ordination of provision for children with SEN.

Assistant Head for Inclusion: **Natalie Crawford**

The Assistant Head is the Inclusion Team representative on the Senior Leadership Team. They work alongside the SENCOs to form the Inclusion Team. They are responsible for leading on SEND, including the effectiveness of SENCOs as well as monitoring and evaluating the impact of SEN provision in school.

Inclusion Governor: **Lesley McCullagh**

The Governor is responsible for monitoring policy implementation and liaising between the Inclusion team and the Governing Body. They are encouraged to take a full and challenging role regarding the progress of children with SEND. A full report on the progress of children in receipt of 'additional SEN support' will be presented to the Governing Body once per year.

Designated Safeguarding Lead (DSL): **Jane Thomas**

## **Identification, Monitoring, Assessment and Provision**

At the heart of the work of every school is a continuous cycle of planning, teaching, assessing and reviewing which takes account of the wide range of abilities, aptitudes and interests of children. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children who will learn and progress within these arrangements.

For some children whose overall attainment or attainment within specific subjects falls significantly outside the expected range, educational provision that is additional to or different from what is usually provided may be required. This is known as special educational provision and it is underpinned by high quality teaching. Teachers must use their best endeavours to ensure that such provision is made for those who need it. Whilst special educational provision does not necessarily mean that a child has special educational needs, it could be a very good indicator.

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils.

## **The Graduated Approach**

At St Matthew's we use the Graduated Approach, a four part cycle revisiting earlier decisions and actions, refining and revising them, to inform whether further special educational provision is needed.

Many children experience barriers to learning for a variety of reasons and as a result, may not achieve their full potential or make expected progress at times. For these children, early identification is key; barriers to learning will be quickly identified by teaching and support staff who will offer high quality teaching through differentiated work or teaching strategies in an attempt to overcome any difficulties.

The achievement and progress of these children will be carefully tracked on a weekly and even daily basis to ensure that the differentiated work and strategies being provided are having the maximum effect in removing the children's barriers to learning. At this stage, regular interaction with parents is vital and good communication should facilitate an accurate picture of the child's progress.

If there are ongoing concerns about a child not making progress, these will be highlighted to the SENCO by the class teacher through: on-going teacher assessments, termly pupil progress meetings, Inclusion Referral forms and regularly updated Provision Map identification.

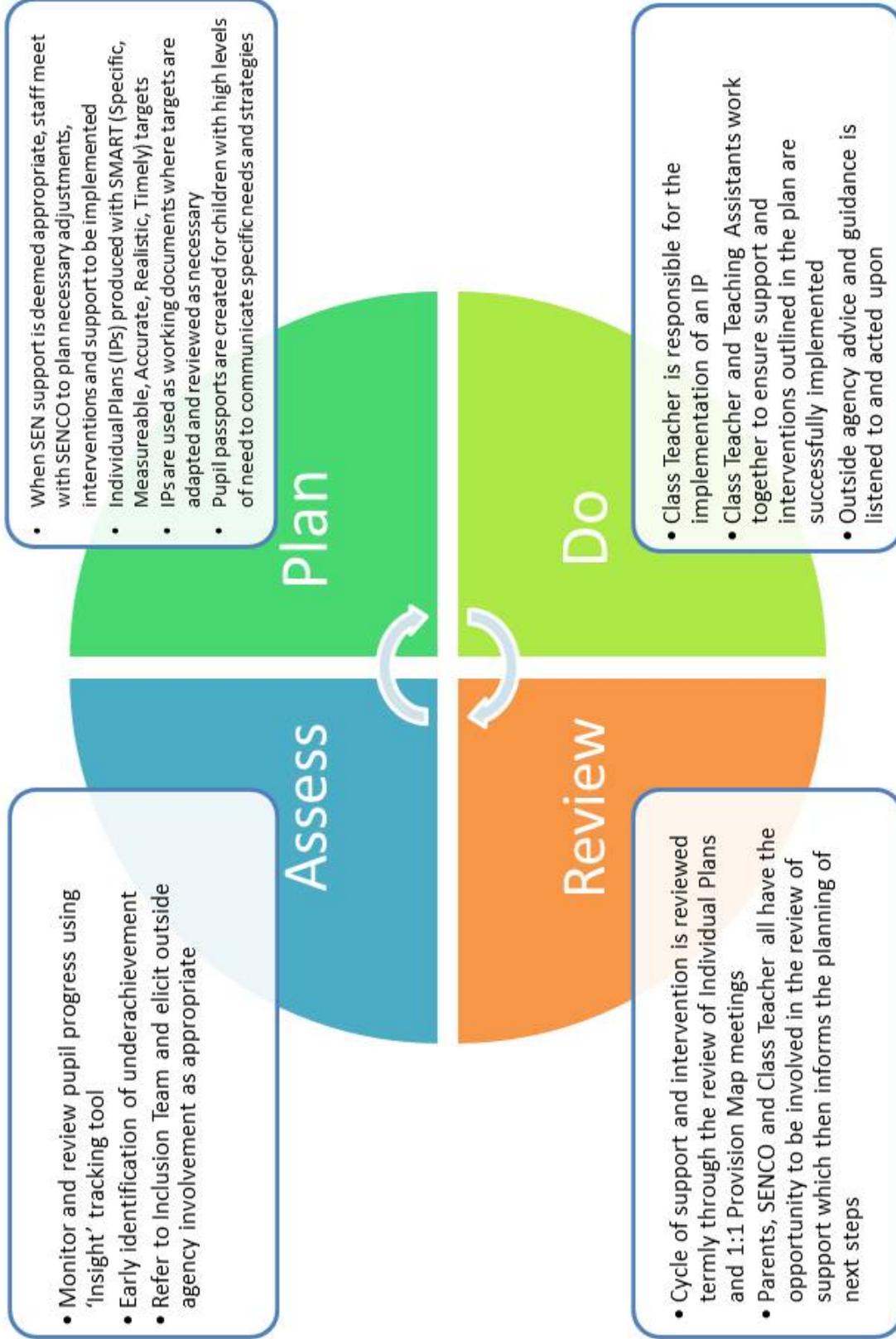
At this stage, the Inclusion Team will assist teaching and support staff in the identification of the children's barriers to learning, offering further expertise in differentiated work and teaching strategies and ensuring that special educational provision accurately meets the children's needs in order to facilitate greater achievement or enhanced progress.

The achievement and progress of these children will be monitored over an agreed period; this is usually over a half-term or a term and takes place through the school's graduated approach. During this time and wherever necessary, adjustments will be made to the support available in order to facilitate greater success. Parents will continue to be kept fully informed of their child's progress.

When children who have been in receipt of special educational provision still do not make acceptable progress, there may be evidence to suggest that they have a Special Educational Need (SEN). At this stage, the Inclusion Team will consult with teachers, support staff and parents to arrange appropriate intensive 'additional SEN support' in any or all of the following areas of need as set out in the Special Educational Needs and Disabilities Code of Practice (2014):

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

## The four part cycle:



## **SEN Register**

When children are identified as requiring 'additional SEN support' they are included on the school's SEN register. Parents/ Carers must be informed of this. In order to offer the most suitable provision to meet the needs of children requiring this level of support, specialist services and teachers with additional specialist qualifications may be called upon for advice or to provide intensive specific programmes to be followed.

The progress of these children will be rigorously monitored throughout the year through the Graduated Approach and carefully evaluated by teachers, Senior Leaders and Inclusion Team. Parents are regularly informed of their child's progress and supported in facilitating further progress at home.

### *Removing children from the SEN Register*

When a child has made sufficient and sustained progress towards achieving their personalised targets, and it is felt that they are able to maintain this with Quality First Teaching within the classroom, they may be removed from the SEN Register. This decision will be made by school staff in conjunction with parents and/or carers. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

## **Key roles within the school**

### The class teacher is responsible for:

- The progress and development of all pupils including those with SEND
- Ensuring all Individual Plans are written, implemented and reviewed regularly
- Effective deployment of all additional adults
- Identification on class planning/daily plans the provision they are making for pupils with SEND
- Ensuring their class Provision Map is regularly reviewed and kept up to date
- Regular liaison with parents and the SENCO
- Regular assessment of SEN pupils using SEN assessment system in place
- Ensuring any advice from outside agencies is fully implemented

### Special Needs Teaching Assistants are responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies, programmes and advice from specialists
- Record keeping
- Regular communication with Class Teacher and SENCO
- Supporting the Class Teacher with the regular reviewing of a child's Individual Plan and using the SEN assessment system in place
- Making resources
- Maintaining specialist equipment
- Keeping up to date with changes in provision

The Inclusion Team (including SENDCO) is responsible for:

- Updating the SEND policy and monitoring the implementation
- Updating the SEND information report
- Effective management of SEND funding
- Co-ordinating provision and monitoring progress of children with SEN
- Co-ordinating support for children with SEN
- Updating the SEND register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings, relevant training and updating staff
- Referrals to and liaison with outside agencies
- Directing TAs with responsibility for SEN
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Co-ordinating annual reviews
- Supporting staff in identifying pupils with SEN
- Mapping SEN provision throughout the school
- Maintaining links and information sharing with receiving schools

### **Education Health Care Plans (EHCP)**

Should children receiving 'additional SEN support' still not make progress at an acceptable rate and require long-term support, the formal assessment procedures for an Education, Health and Care (EHC) Plan may be started. A child with an EHC Plan benefits from further funding to meet their educational, health and / or care needs.

The process of applying for statutory assessment towards an EHC Plan will be started by the Inclusion Team and will be undertaken in conjunction with parents and other Specialist Services, who must all follow the legal procedures outlined in the Local Offer by Luton Borough Council Local Authority. It is also possible for a parent to apply for an EHC Plan directly should they wish to. Where the Local Authority agrees to issue an EHC Plan, the school will comply with the statutory requirements set out in the Special Educational Needs and Disabilities Code of Practice (2014).

Support for children who have an EHC Plan (or a Statement of SEN under the previous SEN Code of Practice) is recorded on a Provision Map and in greater detail on the child's 'Individual Plan', which clearly indicates how the school intends to support their progress in their specific area(s) of need.

### **SEN Funding**

SEN funding is allocated to the school by the Local Authority via the formula budget. Additional funding is also allocated for children who have an EHC Plan (or a Statement of SEN under the previous SEN Code of Practice). This funding is used to provide children with SEN the additional resources required to meet their learning needs. This may include employing teaching assistants and purchasing specialist teaching materials.

## **Pupil Premium Grant**

Many children at St Matthew's Primary School receive an allocation of monies known as the Pupil Premium Grant. This funding is provided to schools for children who are entitled to Free School Meals, are Looked After Children or are from Armed Forces families.

Children in receipt of Pupil Premium funding can, but may not follow the steps set out in the Graduated Approach. St Matthew's Primary School recognises that many of the children entitled to the Pupil Premium grant may not have benefitted from the life experiences that children of a similar age may have learnt from due to their life or family circumstances. Consequently, it may be due to reduced learning opportunities and not due to having a Special Educational Need (SEN) that these children experience delayed learning or that their attainment or progress is hindered.

For those children eligible for Pupil Premium funding, if a delay is identified in their development or learning, specific interventions will be undertaken and funded by the Pupil Premium Grant. It is to be hoped that there will be considerable parental involvement in addition to involvement of local community groups and facilities in order to maximise learning opportunities for those children who may benefit from Pupil Premium funding.

The attainment and progress of children entitled to Pupil Premium funding will be rigorously considered in line with the school's monitoring and assessment cycle and carefully evaluated by teachers and the Leadership Team. If children in receipt of the Pupil Premium Grant continue to make unsatisfactory progress despite high quality intervention, the decision as to whether they may in fact be in need of 'additional SEN support' will be made on a child-by-child basis should it be appropriate. Parents should be informed of their child's progress at each stage of this additional educational provision.

## **Special Educational Provision and Support**

The support children receive will vary and will be based on their individual needs. This may include sessions both in and out of the class and may be in the form of:

- Differentiated work
- One-to-one adult support
- Group work
- Specialist sessions

## **Admissions**

The School Admissions Code of Practice (2012) requires children and young people with SEN to be treated fairly.

Admissions authorities must:

- consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures

- not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those need
- not refuse to admit a child on the grounds that they do not have an EHC plan

The Equality Act (2010) prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Schools must make reasonable adjustments to procedures, criteria and practices for pupils with disabilities and make reasonable adjustments by making physical alterations. Schools must also publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

Any request for a place at St Matthew's Primary School will be considered fairly and without prejudice, irrespective of a child's SEN or disability. Upon a successful application for a place at St Matthew's Primary School, all children will be supported in a transition into school as is appropriate to their needs. This may comprise of a home visit, a 'Stay and Play' session in their new class or a phased integration into school over an agreed period of time.

### **Partnership with Parents**

At St Matthew's Primary School we pride ourselves on our positive and secure relationships we have with the children and their families, recognising that parents have a significant role to play in the successful education on their children. To develop our relationships with parents we operate an 'open door' policy, where parents are encouraged to make regular day-to-day contact with staff. Termly 'Parent Consultation' meetings also give parents an opportunity to view work, discuss progress and agree targets.

Parents of children with SEN are invited into school to discuss concerns with class teachers, support staff and members of the Inclusion Team and are encouraged to share information regarding their child's needs, any relevant information from other agencies or any advice from expert support groups. Throughout the school year the school also host various Coffee Mornings, Workshops and Support Groups which parents of children with SEN are invited to attend.

### **Partnership with Specialist Services and Professionals**

As a school, we aim to work closely with colleagues in the fields of education, health and social care to best meet the wide and varied needs of those children with SEN at St Matthew's Primary School. Liaison with outside agency professionals is vital; not only do we work closely with professionals from the Local Authority and the NHS but we too employ a number of private Specialist Services, such as Music Therapy and Counselling Services.

Should we require the input of Specialist Services or multi-agency professionals in meeting the needs of any one child with SEN at St Matthew's Primary School, we endeavour to share the advice or recommendations with parents at all stages of their

input or work with the child. On occasions where parental permission is required prior to the support of Specialist Services or outside agency professionals, this will always be sought.

Written by:

*Victoria Hall, SENCO*

*Natalie Crawford, Assistant Headteacher for Inclusion*

*April 2019*

Policy ratified by Governors :

Signed:

 Headteacher

 Chair of Governors

Policy to be reviewed April 2021