St John's Primary School SEN and Disability Policy November 2016

Reviewed November 2017

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If you would like any more information regarding SEN and Disability please contact the school to make an appointment with Mrs Howden.

This policy was developed in consultation with the SLT, members of staff and parents.

SEN and Disability Policy

Rationale:
At St John's every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.
St John's is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping children safe in education 2016, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parent/s / carer/s are fully engaged and supported in decision making

- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

Roles and Responsibilities:
The Special Educational Needs Coordinator (SENCO):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- liaising with the designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parent/s are informed about options and a smooth transition is planned
- working with the Head Teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

St John's has Teaching Assistants in every class who support children in one to one or group situations monitored by the Class Teacher and Inclusion Manager/SENCO. They support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions/ programmes.

The designated teachers for child protection are the Head Teacher, Mrs Caffrey; Assistant Head Teachers Mrs Bewick & Mr Rundle; PSA (Parent Support Advisor) Mrs Lishman.

The designated member of staff responsible for managing pupil premium is the Head Teacher, Mrs Caffrey.

The designated member of staff for looked – after children is the Head Teacher, Mrs Caffrey.

Specialised Provision:
There is no specialist provision at St John's.

Access to Facilities and Provision:
Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Allocation of Resources:
The Head Teacher and Inclusion Manager/SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

Access to the Curriculum
The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.
Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements:
St John's follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)
School assessment data, teacher judgments and where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map and intervention map outlines all SEN support and is updated each term.

The following are not SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

SEN support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Half termly Assertive Mentoring, pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified this is discussed with the SENCO/Inclusion Manager.

Assess
The class teacher, working with the SENCO/Inclusion Manager, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed termly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan
Parent/s or carer/s will be formally notified at the half termly Assertive Mentoring, pupil progress meetings by the Class Teacher. They will sign a Code of Practice – Special Educational Needs Support form acknowledging that their child has been placed on the SEN list and will receive SEN support in school. Further meetings with the SENCO/Inclusion Manager may be arranged with outside agencies using the 'Meeting around the Child' format where outcomes and actions are recorded and circulated to attendees. Adjustments, interventions, support and review dates will be agreed with staff, parent/s or carer/s and the pupil. This will be recorded on the school provision map / intervention map and on the pupils personal provision map.

Do
The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO/Inclusion Manager will support the above.

Review
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parent/s or carer/s every half term at the Assertive Mentoring, pupil progress meetings. The class teacher, working with the SENCO/Inclusion Manager, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists from outside agencies. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS), SEN Teaching and Support Service (SENTASS), Speech and Language Therapy Service (SALT), Kalmer Counselling Service and when appropriate, Social Services and Looked After Children Team.

Additional Top Up Funding
Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Education, Health and Care Plans
Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parent/s or carer/s will consider requesting an Education, Health and Care assessment. School will organise a MAM (Multi-Agency Meeting) and invite all the outside agencies involved and an SEN Case Worker from the LA to decide whether the request is appropriate.

Further details on provision for pupils with SEN can be found in the SEN information document.

SEN information document
This report can be found on the school website. It outlines the provision St John's makes for all pupils with SEN and within the four broad areas of need:
1. Communication and Interaction.
2. Cognition and Learning.
3. Social, Emotional and Mental Health Difficulties.

4. Sensory and/or Physical Needs.

Transition Arrangements
Transition is carefully planned. In order to ensure successful transition from pre-school, nursery and primary provision the pupils and parent/s/carer/s will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting.

Partnership with Parent/s/Carer/s:
St John's has positive attitudes to parent/s/carer/s and values their important role in their child's education. Parent/s/carer/s are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parent/s/carer/s time to prepare.

SEND Information, Advice and Support Service information is also given.

The Parental Support Adviser, Mrs Susan Lishman, is proactive in supporting parent/s or carer/s in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Early Help Plan (EHP) is used to coordinate support for children and their families who have a range of needs.

Pupil Participation:
The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and review their progress with the class teacher and parent/s or carer/s at the Assertive Mentoring, pupil progress meetings every half term.

Monitoring and Evaluating the Success of Provision:
A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:
Regular observation of teaching by the senior management team
Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
Assessment records that illustrate progress over time – e.g. levels 0 to 6 sub-divided into emerging, developing, secure and ready for the next stage.
Pre and post assessments for those pupils who are withdrawn for targeted interventions
Success rates in respect of individual targets
Regular meetings between the Class Teacher and SENCO/Inclusion Manager
Provision Mapping – used as a basis for monitoring the impact of interventions.

Staff Development:
The SENCO/Inclusion Manager ensures that all staff are informed of local and national developments in relation to SEN and Inclusion.
Training needs are identified and where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO/Inclusion Manager.

Medical Conditions
St John's will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission Arrangements:
St John's has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

The Complaints Procedure:
Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker and class teacher attempts to resolve matters, then if required the SENCO/Inclusion Manager and /or Head Teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parent/s/carer/s of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

This SEN and Disability policy will be reviewed and amended annually.

Reviewed November 2017
To be reviewed November 2018