



SEND Policy



St. Peter and St. Paul C.E. Primary School, Burgh-le-Marsh Special Educational Needs and Disability Policy 2014/2015

St Peter & St Paul CE Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, administering medicines and curriculum policies.

This SEND policy is written to comply with:

The 2014 Children and Families Act

2014 SEN Code of Practice 0-25

Equality Act 2010

Statutory Guidance on Supporting pupils at school with medical conditions 2014

The National Curriculum in England Key Stage 1 and 2 framework 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

Section 1:

At St Peter & St Paul CE Primary School our SENCo is Miss D. Leetham and she is a member of the Senior Leadership Team.

Our School beliefs and values regarding SEND

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Every teacher is a teacher of every child or young person including those with SEND

This policy has been drawn up in response to the change to the Code of Practice in consultation with stakeholders, staff, parents and families.

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Section 2: **Headlines from the 2014 Code of Practice**

From September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'School Support'. All children are closely monitored, and their progress tracked each term. Those at School Support are additionally tracked by the SENCo.

There are four broad categories of SEND:

- o communication and interaction
- o cognition and learning
- o social, emotional and mental health
- o physical and sensory.

We have children in all these categories of SEND.

We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.

Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

Defining SEND

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. (Taken from 2014 SEN Code of Practice: 0 to 25 Years)

SEND at St Peter & St Paul CE Primary School

Around 12% of our children are either at School Support (SEN support) or have statements/ EHC Plans (Education, Health and Care Plans). This is above the national average and means that all teachers expect to have children with SEND in their classes.

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Types of SEND which we currently have in school, during 2014-2015, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and Interaction

autistic spectrum and language disorders

Cognition and Learning

dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health

ADHD, ADD, Aspergers Syndrome, attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

Section 3: Identifying children with SEND

School Support

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo / member of the Senior Leadership Team and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at School Support on our SEND register.

The Learning Support Teacher is qualified to undertake a range of standardised tests with children. She can use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP / School Paediatrician if they think their child may have ASD or ADHD or some other disability.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

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Once a child has been identified as having SEND, the SENCo will be involved from the outset and the class teacher / SENCo will invite the parents to a meeting to:

- discuss that their child is being placed at School Support on the SEND register
- record on the gold form
- discuss assessments that have been completed and agree a plan & provision.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents.

Thereafter, parents – and children- are invited to a meeting to review progress made, set targets and agree provision.

Paperwork for children on the SEND register

Once a child has been identified as needing School Support the following paperwork is completed:

- Initially, a one-page-plan (Appendix 1) is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed by the SENCo with the child and parent and acts as a guide to their class teacher. The information may be updated.
- At Progress Review Meetings, on a bi-annual basis, a School Support Plan (Appendix 2) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a specified period of time, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- School Support Plans are working documents and notes are kept and changes made as required to address the child's needs.
- The gold record form (Appendix 3) will be completed as an ongoing record of liaison between parents, school and other agencies.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at School Support, we may apply for the child to be assessed for an EHC Plan.

Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from specialised school provision.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers

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they face. Following the meeting, the Local Authority will produce the EHC Plan which will record the decisions made at the meeting.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Section 4:

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. The school has a range of interventions available which are listed on a provision map.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child using the information obtained from Pupil Progress Meetings led by members of the Senior Leadership Team.

Adaptations to the curriculum teaching and Learning Environment

St Peter & St Paul CE Primary School building is on two levels which are accessible due to a disabled lift, corridors are wide and we have an easy access toilet.

Other adaptations could be made to the physical environment, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the Early Years Foundation Stage Curriculum or full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to lunchtime and after school clubs which help to develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

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Staff Expertise

All of our teachers are trained to work with children with SEN. They all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or Local Authority courses, provision of books or guidance towards useful websites.

Some of our TAs have had additional training which helps them to support children with communication difficulties. Other TAs have expertise and training in other areas or specific interventions. All TAs work with children with SEN and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to: Educational Psychologists and Advisory Teachers, Social Communication Outreach, Specialist Teaching Team, Teaching and Learning Centre, Occupational Therapist, Physiotherapist, Paediatrician, Speech and Language Team.

Children with Social, Emotional and Mental Health Needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we initiate TAC (Team Around the Child) with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school secures a range of social skills or therapeutic interventions.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Within School

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.

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- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Spring Term of Year 6 to which the secondary school SENCO is invited and. Additional transition arrangements may be made at these reviews e.g. extra visits.

Section 5:

Roles and Responsibilities

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND currently is Debbie Lammiman. She meets with the SENCO at least bi-annually to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's Complaints Policy and Procedure.

Lincolnshire Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Lincolnshire's Local Offer is available from the website

www.lincolnshire.gov.uk/sendlocaloffer

In addition, our school's local offer is available on the school website

www.burghschool.org.uk.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

This policy was approved at a Governors' Meeting held on:

Signed:

Chair of Governors

Date: