



Policy for Special Educational Needs and Disability

Review date: January 2019

St. Werburgh's Mission Statement

At St. Werburgh's C.E. (VA) Primary School we want every child to leave our school with sense of knowing who they are and their value in God's world.

We value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for learning.

Inclusion statement

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

Overview

At St. Werburgh's Church of England Voluntary Aided Primary School we deliver a successful broad, balanced, quality curriculum providing opportunities and success for all our children. We learn together within a caring, safe and friendly Christian school community where every child matters. Ours is a happy school where children prosper in a positive nurturing learning environment.

We believe that all children are entitled to be valued equally and encouraged to develop to their full potential across the whole curriculum. We are, therefore, committed to the implementation of a whole school, team, co-ordinated approach, delivered to address the diverse needs of the children within our school. We aim to inspire and motivate all children towards a love of learning through creative practice. Encouraging children to achieve their full potential, academically and socially (both collectively and individually).

St Werburgh's CE (VA) Primary School has two named SENCO's, one of which has undertaken the SENCO qualification and a named Governor responsible for SEND. St Werburgh's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Admission Arrangements

It is the decision of the Governing Body of St. Werburgh's that children with special educational needs will be admitted in line with the school's agreed admissions policy. Admissions guidance is available on the school website

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Aims and Objectives

- To ensure that all pupils have access to a broad and balanced curriculum.
- To monitor the progress of all children in order to aid the identification of pupils with SEND.
- Make appropriate provision to overcome barriers to learning. Children's individual strengths and preferred learning styles will be taken into account.
- To provide a differentiated curriculum appropriate to the child's individual needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To work collaboratively in partnership with parents of SEND pupils and ensure they are kept fully informed of their child's progress and attainment.
- To work with and in support of outside agencies as appropriate.
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.
- All decisions made will reflect our awareness that pupil participation is a right.
- Children, wherever appropriate, will be encouraged to be involved in their learning. We shall seek for children to express their views and opinions and take part in setting their targets and assessing their progress.
- All relevant information will be accessible to staff and parents in order to aid the effective co-ordination of St. Werburgh's school's SEND provision. In this way, every staff member will have up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all children.

Definition of Special Educational Needs

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- **Has a significantly greater difficulty in learning than the majority of children of the same age**
- **Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority**

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

St Werburgh's School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

The SEN Code of Practice can be found on The Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs could mean that a child has difficulties in:

- Communication and Interaction - in expressing themselves or understanding what others are saying
- Cognition and Learning - in acquiring basic skills in school
- Social and Emotional Mental Health - making friends or relating to adults or behaving properly in school
- Sensory and/or Physical - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

Identification and Assessment

At St Werburgh's CE Primary School we have adopted a whole- school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy.

Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early Identification

Early identification of pupils with SEND is a priority. The continuous and systematic cycle of planning, action and review is now well established within school. We will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Foundation Stage profile scores and their progress against the criteria contained in the 'Ages and Stages' documentation
- Their performance in National Curriculum subjects judged against assessment requirements.
- Pupil progress in relation to the National Curriculum objectives in English and Maths

Assessments

Assessments made will be through:

- Observations
- Records from feeder schools, etc.
- Information from parents
- Foundation stage assessments
- Foundation stage profiles
- Target setting
- Pupil tracking

Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

SEND Monitoring - Quality First Teaching

- Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.
- The class teacher will take steps to further personalise the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.
- The SENCO should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.

- The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.
- If a pupil has recently been removed from the SEND register, this may also apply as it will be necessary to monitor further progress.
- Pupil progress meetings will identify, monitor and record progress being made by the child.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning.

Targeted SEN Support

This is the first stage of the SEN graduated response process. It is initiated when a child has received quality first teaching but has not made expected progress and requires additional support in school.

Specialist SEN Support

If targeted SEN support is not sufficient to meet the child's SEN then they will require support through Specialist SEN support. This stage comprises of the child accessing everything that is available at the previous stage plus the involvement of external professionals and specialist interventions.

The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sort if appropriate and with the agreement of the parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at

home. This plan will be recorded in the form of a Target Planning and Reviewing document which will be shared with staff, parents and the pupil.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENCo will support with further assessment of the pupils strengths and weaknesses.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents. The class teacher, in conjunction with the SENCo, will revise the support outcomes and based upon the pupils progress and development make any necessary amendments going forward, in consultation with parents and pupils.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care professional. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- **Parents**
- **Teachers**
- **SENCO**
- **Social Care**
- **Health Professionals**

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health, Care panel.

Further information about EHC Plans can be found via the Derby City Website

<http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/>

Education, Health and Care Plans

- a) Following statutory assessment, an EHC Plan may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an ECH Plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

Multi Element Plans

Strategies employed to enable the child to progress will continue to be recorded within a Multi Element Plan which will include information about:

- The short term targets set for the child (no more than 4)
- The teaching strategies to be used.
- The provision to be put in place.
- Intervention strategies in place for the child

Multi Element Plans will be reviewed during each term and new targets given. .

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on 'Teaching and Learning styles' and brain friendly learning and this has led to members of staff planning lessons that incorporate the different learning styles that children have Multi Element Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an Individual education plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership With Parents

St Werburgh's firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.

The school is committed to working cohesively with parents and carers. We aim to do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Making parents and carers aware of the Parent Partnership services.

Roles and Responsibilities

St. Werburgh's staff recognise that special educational needs provision is a whole school responsibility

The Headteacher

- Have regard to the Special Educational Need Code of Practice in school planning
- Determine the use of financial resources, staffing levels and staff deployment
- Ensure staff development, in-service training for Teachers, Support staff and Governors
- Monitor data analysis and report back to Governors

The SENCO

- Overseeing the day-to-day operation of the school's SEND policy. Ensuring a consistent, whole school approach to Special Education Needs
- Organise an effective timetable of Teaching Assistant support, adjusting where

- necessary in response to need and effectiveness of intervention strategies
- Monitor the impact of interventions
- Co-ordinating provision for children with SEND.
- Liaise with and support colleagues in the identification, assessment, planning and evaluation
- Ensuring that relevant information about individual children with special educational needs is collected, collated, recorded, updated and shared. This includes maintenance of an appropriate special education needs register, to be reviewed every term
- Review the progress of every child with special educational needs, a minimum of once every half term
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff.
- Monitor the use of, maintain and develop SEND resources
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Register.
- Writing locality funding bids.

The Governing Body

- To oversee St. Werburgh's school's arrangements and provision for Special Educational Needs and Disability
- To nominate a Link Governor to liaise with the Head teacher and SENCO
- To have input into the Code of Practice in all decisions
- To report annually on St. Werburgh's School's SEND policy on the school website

The SEND Link Governor scrutinises the school and its members to secure necessary provision for any pupil identified as having special educational needs. Asking probing questions to ensure all teachers are aware of the importance of providing for all children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to St. Werburgh's in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

Class Teacher

- The holistic needs of all of their children
- Ensure that planning is fully inclusive
- Implement in class support and differentiate teaching
- Where appropriate, share with the child their targets

- Liaise with Teaching Assistants to ensure they have a full understanding of individual needs and how best to support each child
- Attend and contribute to review meetings
- Liaise with SENCO, Teaching Assistants, Parents and Children to write appropriate targets
- Meet regularly with the Head Teacher, SENCO and Assessment Coordinator to monitor progress and formulate a plan of action based upon their findings

Teaching Assistants

- Liaise with Class Teacher to ensure they have an in depth understanding of individual needs and that pupils are supported appropriately
- Contribute alongside the Class Teacher to writing appropriate targets
- Support children to become independent learners and achieve their potential
- Work with individual and groups of children
- Attend and contribute to Review Meetings where necessary
- Attend training where necessary
- Work collaboratively with colleagues to make sure all children's needs are met, including physical and care needs
- Implement interventions, monitor impact and feedback to the SENCo and Class Teacher

All Staff at St. Werburgh's School

It is the responsibility of all staff to make sure that every child in our school feels included. All staff should be aware of our aims and contribute to creating a positive learning environment for all. Training will be provided where necessary.

Monitoring and evaluation

In order to make continual progress in relation to SEND provision, St. Werburgh's encourage feedback from staff, parents and pupils throughout the year. Interventions and extra support is clearly recorded on a provision map.

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Multi Element Plans for children. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.

Evidence collected will help inform the school development plan.

In service training (Continued Professional Development)

St. Werburgh's Governors and Senior Leadership Team aim to keep all staff up to date with relevant training and developments in teaching practice. Opportunities are also carefully matched to school development priorities.

Links to Support Services

St Werburgh's school continues to build strong working relationships and links with external support services to enable us to fully support our SEND pupils and aid school inclusion

We believe that sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

Complaints

Parents are encouraged to contact the teacher in the first instance and arrange a convenient time to discuss any concerns. Concerns would be addressed, as far as possible, by the inclusion team within school. The Head teacher may also be involved. If concerns cannot be resolved within the existing framework, the parents may appeal to the governors of the school.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher, who will be able to advise on formal procedures for complaint.

SEND Policy Review

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice as identified in the School Improvement Plan.

This policy was written and developed by:

- Lisa Dean/Ellie Feetham (SENCO) and Michele Seal (SEND Governor)

