

St Luke's Church of England Primary School

SEN/D Policy

Policy produced by the school

Adopted by governors-Academic year 2019/20

Review date- Academic year 2020/21

Definition of Special Educational Needs

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

Although there are acknowledged links – in some instances – with pupils who have English as Additional Language needs, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.

The revised code of practice focuses on meeting these needs in the classroom, and therefore as staff, we must accept that the responsibility for meeting the educational needs of all students in our classroom lies with us, '*All teachers are teachers of children with special educational needs*' (SEN Code of Practice pg. 44). It is important to note that all staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment. If there is a concern, a referral to the Inclusion Co-ordinator should accompany a structured and well differentiated teaching programme. The Special Educational Needs (SEN) Code of Practice, which was revised in 2001, provides guidance on the duties of schools, local authorities and others working with children who have SEN must have regard. The Code sets out four areas of SEN:

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

A Graduated Response to SEND

All staff have a responsibility for identifying students with Special Educational Needs / Disabilities. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

The aim of our Special Educational Needs Policy is to ensure that:

- We identify and assess children with SEND as early as possible.
- All procedures for identifying children with SEND are known and understood by everyone.
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND.
- Records relating to SEND follow the child through the school, which are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEND through INSET.
- We work in partnership with parents.

- We maintain close links with the support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their primary school career.
- There is adequate resourcing for SEND.

St. Luke's recognises that provision for children with Special Education Needs / Disabilities is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:

Head of school

- Allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, Inclusion leader, support services, parents and pupils.
- To report to governors on the needs of the SEND children in her care.
- To delegate the organisation of review meetings to the Inclusion leader.
- To ensure that the needs of SEND children are met within the school.

SEN/DCo :

- To play a key role in delivering the strategic development of the SEND policy and provision.
- To oversee the day-to-day operation of the school's SEND policy.
- To monitor the needs of SEND and gifted & talented children together with the Head of school and class teachers.
- To assist with and advise on, the teaching and assessment of children with SEND.
- To organise annual and termly reviews.
- To ensure Individual Education Plans are written and reviewed termly.
- To ensure that provision for pupils with SEND is mapped
- To ensure that the impact of SEND interventions is assessed for each pupil
- To meet regularly with the Head of school to discuss individual children, resources and use of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To ensure that the school's SEND register & provision map is updated regularly.
- To lead the annual review of the Special Educational Needs/Disabilities Policy.
- To make contact with the Educational Psychologist and other support services in consultation with the Head of school and class teachers.
- To meet with parents and pupils to discuss and support needs and progress.
- To report to governors as requested by the Head of school.
- To work in conjunction with the class teachers.
- To manage Support Staff.
- To lead INSET on SEND in school as appropriate.
- To keep their own skills updated by reading, researching & attending INSET on SEND and appropriate related external courses.

Class teachers:

- To identify the Special Educational Needs/ Disabilities of individual children in their class using the Westminster Audit Criteria for School Action and School Action Plus at the appropriate Key Stage.
- To know which pupils in their class are on the SEND Register and at what stage.
- To maintain an SEND file for their class reflecting this information for each individual child and copies of all relevant IEPs.
- To write individual IEPs for pupils at SA+ and those with a Full Statement.
- To ensure that these IEPs are reviewed with the parents (and child if appropriate) at least three times a year.
- To provide a detailed record of the Individual Education Plan targets and the strategies adopted and their relative success for each child with special needs.
- To ensure support staff are supporting pupils in their class, as directed.
- To ensure that the Head of school and other colleagues are aware of children's needs.
- To provide learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and courses.

Support Staff:**Under the guidance of the class teacher to:**

- Carry out activities and learning programmes planned by the class teacher and the SEN/D Co.
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

Governors:

- A named governor to have responsibility for the implementation of the SEND policy.
- To be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEND provision is an integral part of the School Improvement Plan.
- To ensure that financial resources are available to carry out the SEND policy.
- To ensure the quality of SEND provision is continually monitored
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head of school, Inclusion leader and staff
- To report annually to parents on the implementation of the SEND policy and any changes during the school last year.

Arrangements for Identification of Special Educational Needs:

School Action (EYA)

St. Luke's uses the Westminster Audit Criteria for the identification and assessment of children with special educational needs. We aim to identify children with special educational needs as early as possible in their school career. When a class teacher identifies a child with possible SEND s/he should inform the SEN/DCo.

If a class teacher has concern about a child these concerns will be discussed in the first instance with the SEN/DCo, who may suggest that the class teacher should monitor the child's progress or behaviour for a period of time. Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Support Staff.

The triggers for intervention through School Action could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.

Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.

Presents persistent emotional or behavioural difficulties.

Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.

Has a communication and/or interaction difficulty.

If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SEN/DCo about whether the child needs to go on the SEND register at the level of School Action. The SEN/DCo will then write to the parents about the child's needs, offering them a visit if required.

A decision may be reached at that meeting to begin School Action Support, in which case the child's name must be entered on the SEND Register and the class teacher must include that pupil in their SEND file for that class. Children at this stage should be offered extra support from within the schools resources (for example, the Five Minute Box or Number Box) and this will be recorded on a provision map.

School Action Plus (EYAP)

The school's Educational Psychologist and any other assessing professionals, for example CAMHS should be involved in considering whether to proceed to School Action Plus. They should be provided with up to date information about the pupil, including all previous interventions.

It is likely that the decision to progress to School Action Plus may come after it becomes clear that, despite appropriate interventions the pupil is failing to access the curriculum at an appropriate level. Schools should always consult specialists when they take action on behalf of a child through School Action Plus.

At School Action Plus external support services, both those provided by the LEA and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on IEP targets and accompanying strategies.

The triggers for School Action Plus:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at SA have had little or no impact on learning or progress.

Progression to Statutory Assessment:

If after advice from the EP or other professionals, the school and parents consider that help is needed from outside the school's resources the SEN/Dco completes the form for either Westminster or another authority (depending on where the child resides) requesting Statutory Assessment by the Authority.

Papers are forwarded to the Case Officer for the school, who with the Panel, which meets weekly, will decide whether to proceed with Statutory Assessment. Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and IEPs. If the Panel agrees to proceed with Statutory Assessment the SEN/Dco prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, a Statement of Special Educational Needs is completed.

The class teacher, in conjunction with the SEN/Dco is then responsible for drawing up an IEP to meet the objectives set out in the Statement. The Statement must be formally reviewed at least annually.

Individual Education Plans:

All pupils on the SEND register at School Action or School Action Plus or with a full Statement of Special Educational Needs must have an Individual Education Plan.

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Individual Education Plans must be reviewed at least twice a year, with the parent and the child if it is appropriate to include the child. This should ideally be done at Parents Evenings; if not a separate time will need to be made.

If a pupil is making good progress the IEP review can be used to consider removing a child from the SEND register. Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next step on the register for example from School Action to School Action Plus or from School Action Plus to a request for Statutory Assessment.

There must be clear evidence in each class teacher's SEND file of when IEPs have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to Statutory Assessment.

Annual Reviews of Statements of Special Educational Needs:

If a child has a Statement of Special Educational Needs the Statement must be reviewed annually. The Annual Review will be chaired by the SEN/DCo. Reports will be submitted by the Class teacher, Support staff, and anyone else working with the child, for example the Speech Therapist.

If there are concerns about the progress or behaviour of a pupil with a Statement then an Annual Review can be held at anytime during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the Statement. In the unfortunate event of a pupil with a Statement facing Permanent Exclusion an Annual Review MUST be held at the earliest opportunity prior to the exclusion meeting.

Transitions

St. Luke's receives Reception pupils from a range of nursery's located within both Westminster and Brent. In the Summer term prior to pupils from the nursery joining the school the SEN/DCo will liaise with the nursery to establish which of the pupils who are progressing to the Reception class are on the Early Years SEND register. This information will be collated by the SEN/DCo in order to draw up the SEND register for the Reception class.

As pupils on the SEND register progress to secondary school the SEN/DCo will liaise with the various receiving schools. This will include inviting the SENDCO from the secondary schools to Y5 & Y6 Annual Reviews and arranging visits for pupils and parents to look at prospective schools. This will include specialist provision in the case of some pupils with statements.

Appendix One A Graduated Response to SENDD

| Action | Who is involved? | What is involved? | Next Steps |
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| Differentiation | The class teacher is responsible for differentiating work for all the pupils | The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. | If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEND register at School Action is considered. The teacher responsible for the child informs the SENDCO. |
| School Action | The child is placed on the SEND register at School Action. An individual IEP is devised and is agreed with parents/carers. Appropriate interventions are identified and parents/carers are informed. | Additional and/or Different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. A group IEP may be written which is reviewed regularly. | Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies. |
| School Action Plus | The SENDCO requests advice from an external agency. The pupil moves to SA+ (P). An individual IEP is devised from the additional guidance given and is agreed with parents/carers. The teacher involved delivers the plan of action. | The IEP is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. The IEP is reviewed regularly. | The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment. |