



## SEND Policy 2016-17



This policy has been created in line with the requirements of the Special Educational Needs Code of Practice: 0 to 25 years (July 2014).

At St. Margaret's CE Junior School all children have a right to be valued, encouraged and accepted equally, regardless of their ability, gender, family background, culture etc.

This school provides a broad and balanced curriculum for all children. Planning is based on National Curriculum expectations and teaching and learning aims to meet the specific needs of our pupils. Some children have barriers to learning that mean they require provision that is additional to or different from others of the same age. This may be termed as Special Educational Needs.

### Aims and Objectives

All the staff at St. Margaret's work together to ensure that every child is provided with the learning tools to enable them to achieve their best and access the broad and balanced curriculum. We ensure we achieve this by following these objectives:

1. Ensuring children who may have SEND are identified and provided for as early as possible.
2. All provision is underpinned by the SEND Code of Practice (July 2014).
3. The progress of children with SEND is closely monitored in line with all children at St. Margaret's.
4. The SENDCo is in charge of day to day management of provisions for children with SEND.
5. The SENDCo works closely with all staff.
6. The SENDCo works with parents/ carers of children with SEND to formulate and review provision.
7. The SENDCo liaises with the Senior Leadership Team (SLT) and the SEND Governor to continually review SEND provision and identify areas for development.

### Definition of Special Educational Needs

The SEND Code of Practice (July 2014) states:

1. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

2. Special education provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.
3. Pupils with SEND sometimes make less than expected progress given their age and individual circumstances. This can be characterised by progress which:
  - a. Is significantly slower than that of their peers starting from the same baseline
  - b. Fails to match or better the child's previous rate of progress
  - c. Fails to close the attainment gap between the child and their peers
  - d. Widens the attainment gap.

It will not be automatically assumed that a child who is not making expected progress has SEND. The school will consider other contributory factors and will work with the pupil and parents/carers to address areas of concern.

In exceptional circumstances a pupil might be identified as having significant social, emotional and mental health needs. On occasions their behaviour is impeding them from progressing academically, from fully accessing the curriculum provided and from participating fully in whole school life. In these circumstances then that pupil may be regarded as having SEND.

The following issues do not constitute SEND, however it is recognised that they might impact on progress and attainment:

1. Disability (The SEND Code of Practice (July 2014) outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute a special educational need)
2. Attendance and Punctuality
3. Health and Welfare
4. Speaking English as an Additional Language
5. Being in receipt of the Pupil Premium Grant
6. Being a Looked After Child
7. Being a child of a Serviceman/woman

Where a child is identified as having English as an Additional Language (EAL) they are not automatically identified under the SEND Code of Practice (July 2014) as having SEND. However, some pupils with EAL may have a cognitive difficulty that is not directly linked to their EAL need and so there may be some overlap.

## Areas of Need

The SEND Code of Practice (July 2014) defines the four broad areas of need:

1. Speech, Language and Communication Needs (SLCN) - this includes speech related issues and Autistic Spectrum Disorder (ASD).
2. Cognition and Learning (C&L) - this includes specific learning difficulties (SpLD).
3. Social, Emotional and Mental Health Needs (SEMH).
4. Sensory and/or Physical Needs - this includes Visual Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and physical disability (PD).

## Procedures

The teachers, with the support of the SENDCo, are responsible for the day to day operation of provision for SEND pupils. The SENDCo will support staff in areas such as:

- Maintaining the special education needs register.
- Working alongside in identifying, monitoring and evaluating pupils' progress.
- Liaising with staff and providing advice as necessary on the completion and implementation of the Assess, Plan, Do and Review document.
- Liaising with outside agencies (SENIS (Special Educational Needs and Inclusion Services), Educational Psychologist (EP), Behavioural Support Team (BST), Speech and Language Therapy (SpLD) Autism Outreach Team (AOT) and Physical Impairment). Also any other mainstream schools or specialist schools as necessary.
- Overseeing and maintaining any specific resources for special educational needs,

Initial concerns of a child may be raised by any one of the following: staff, parents/carers and outside agencies from the Local Education Authority.

The following may be used to aid identification of a child with special educational needs:

- Baseline assessment
- Ongoing assessment by the class teacher
- SAT results
- Assessment by SENDCo
- Assessment by outside agencies

Once identified the school follows the guidance as set in the Code of Practice.

## Internal Support

The triggers for intervention through Internal Support will be concern, 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 or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

This is characterised by the gathering of information and increased differentiation within the child's normal classroom work. The class teacher will:

- Inform the SENDCo with a Record of Concern.
- Consultation with parents and child to inform of intervention and monitoring of progress.
- Identify the nature of the child's difficulties and alter their teaching to suit the child's needs.
- Complete a Provision Map to highlight what provision will be made.
- Formal review with parents at parents' evenings or earlier if necessary.

## Supporting children at school with medical conditions

Children with specific medical needs will be provided with a detailed Care Plan, compiled by the school nurse and school in partnership with parents and if appropriate, the children themselves.

All medicine administration procedures adhere to the LA policy, the DfE guidance Supporting Children at school with Medical Conditions 2014 and The Equality Act 2010. Relevant staff receive training to support specific medical needs.

Asthma/anaphylaxis/epilepsy training is delivered to staff by the school nurse. Photographs of pupils' with specific medical needs are displayed in the school offices, the staffroom, the kitchen and the relevant classrooms. These contain

details of the pupil's medication requirements. Further details can be found in the medical policy. The school has assigned First Aiders.

### External Support

This is characterised by the involvement of specialists from outside the school. A child who is still continuing to experience difficulty with learning may need support from outside school. This will be decided upon during a review involving parents, the teacher and the SENDCo. If this is the case then the following may happen:

- The Special Educational Needs and Inclusion Services (SENIS) may be involved to assess the child.
- An Educational Psychologist referral may be made.
- Further support from Specialist agencies relating to the nature of the difficulty.

The teacher will:

- Continue to monitor and update the Provision Map.
- Track the children's learning through the interventions in place.

If the child is not making satisfactory progress, then the outside agencies will help the school to put into place specific programmes tailored to the individual child's needs.

### Request for support

If the child is still not making satisfactory progress, the SENDCo will consider making a request for support from the Local Authority.

Once the SENDCo has applied, the panel has to make a decision whether to proceed with an assessment. The outcome of the assessment may result in the pupil being issued with an Education, Health and Care Plan. If this is not the case the LEA have to explain their decision. The parents may appeal against this decision and have to proceed through the Educational Needs Tribunal.

## Education, Health and Care Plan (EHCP)

The Head Teacher, SENDCo and parents will be given a draft EHCP to consider and decide which option of support to deploy. Once returned and issued by the LEA as a final statement the SENDCo and class teacher will:

- Draw up a Provision Map which shows how the needs and provision set up in the statement are being met by the school.
- Consult with outside agencies as necessary for the advice in implementing the provision.
- Discuss the Provision Map with pupil, parents and any outside agency that are involved with supporting the young person.
- Be involved in the annual review (or transfer review for Year 6 pupils) of the EHCP alongside parents and any outside agencies.

## Co-ordinating Provision

The needs of the majority of pupils will be met in the classroom through a differentiated curriculum. Other children may work in small groups either in or away from the classroom for specific activities. For children with statements or EHCPs this may result in the provision of a Teaching Assistant to assist with delivering the targets as outlined on their statement or EHCP objectives. This provision may be provided by the class teacher, teaching assistant, outside agencies or a combination of these. This provision will be evaluated and monitored by Provision Maps to ensure effectiveness. The Head Teacher and SENDCo are aware of all SEN provision through liaison with all staff involved. The SENDCo will monitor the progress and provision. Class teachers will provide activities, targets and objectives for the teaching assistant or themselves to deliver and evaluate. Class teachers will continue to monitor and assess children in their class and keep records in their assessment folders.

## Partnership with Parents/Carers

Parents or carers are seen as partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and monitoring of their child's progress at school. Parents' contribution to their child's education is highly valued by all staff.

If parents or carers have a concern about the provision for their child they should attempt to resolve it in the following order:

- With the class teacher.
- With the SENDCo and/or the Head Teacher.

In the event of this being unsuccessfully resolved there is a formal complaints procedure available from the School Office.

### Admissions

Please refer to the Staffordshire admissions arrangements.

### Governing Body

The Governors, working in partnership with the Head Teacher, have responsibility for deciding the school's general policy, approach and funding to meet the needs of SEND pupils.

### St. Margaret's SEND Information Report

This report can be viewed on the school website and gives details of support and how we assess and monitor pupil's progress.

<http://www.stmargarets.staffs.sch.uk/content/pages/documents/1432375011.pdf>

Further information about the provision, services, support and resources available for children or young people with SEND and their families within the Newcastle Borough of Staffordshire is available through Staffordshire County Council.

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/home.aspx>

<http://www.staffordshirecares.info/Homepage.aspx>

Written by SENDCo: Mr. M. Groom

SEND Governor: Mr A. Brownsword

Head Teacher: Mr. D. Hugill

To be reviewed: June 2017