

**St Nicholas and St Laurence CE VA Primary School**  
**Special Educational Needs (SEN) Policy**  
Autumn Term 2019



### **Legislative Compliance**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014

It was reviewed in the Autumn Term of 2019 and shared with parents, staff and governors.

### **School Information**

The Headteacher, Mr Wayne Roberts, has overall responsibility for SEN in our school.

The designated teacher (SENDCo) responsible for coordinating SEN provision is Miss Samantha Loader. She can be contacted through the school office.

*"At St Nicholas and St Laurence Primary School we will work in partnership with parents to put children at the heart of all we do. They will receive, within a caring Christian environment, the highest quality education that will ensure they reach their full potential and prepare them for a future life."*

### **Philosophy and Values**

*"All children are entitled to an education that enables them to make progress so that they:*

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood."* (SEND COP)

St Nicholas and St Laurence Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood. We aim to provide every child with equality of opportunity and encourage each individual to realise their full potential. High quality teaching that is differentiated and personalised will meet the needs of the majority of children. Some children need educational provision that is additional to or different from this.

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them."* (SEND C of P)

*"A child of compulsory school age or a young person has a learning difficulty or disability if they:  
Have a significantly greater difficulty in learning than the majority of others of the same age, or  
Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools."*

### **Aims at our school**

- To create an environment that meets the needs of each child.
- To ensure that the SEN of children are identified, assessed and provided for.
- To enable all children to have full access to all elements of the school curriculum, taking on a cycle of assess-plan-do-review.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of their child's needs and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decision making.

### **Roles and Responsibilities**

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that information pertinent to the SEN policy are published.

Responsibility for co-ordinating the day to day SEN provision for children at our school is held by the SENDCO (Miss S Loader), working closely with senior leaders, governors, staff, parents and external agencies.

Roles of the SENDCO include:

- Maintaining the school's SEN register.
- Ensuring that appropriate support plans are in place.
- Ensuring liaison with parents and other professionals.
- Advising and supporting other practitioners in the setting.
- Ensuring relevant information about individual children with SEN is collected and recorded.
- Organising reviews of statements/EHC Plans.

### **Admission Arrangements**

Children with SEN will be admitted to the school in line with the school's agreed admissions policy.

### **Identification and Assessment**

The SEND Code of Practice: 0-25 (2014) identifies SEND under four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Children may have needs in more than one category and we aim to ensure that individual support plans match personal learning requirements.

### **Stage 1**

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning. Class provision maps show additional support put in place for each class. Where it is clear that additional intervention is not resulting in progress it is possible that a child may have SEN.

*"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional or different from this. This is special educational provision under section 21 of the Children and Families Act 2014."*

*"Special educational provision is underpinned by high quality teaching and is compromised by anything less." (COP)*

### **Stage 2**

Prior to a child being placed on the SEN register (at SEN support), the class teacher and the parents will have discussed their concerns and the process of information gathering will have begun. At this stage the teacher will:

- Discuss their concern with the SENDCO and review strategies already being used.
- Consult the child's parents and the child for further information.
- Identify specific concerns and collect relevant evidence to support these.
- Monitor and review the child's progress.

Where a child is identified as having SEN, the school adopts a process of "Assess-Plan-Do-Review". The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that SEN for all children are addressed appropriately, effectively and with good outcomes.

Teachers who identify a child working with SEN will:

- Inform the SENDCO.
- Review their initial concerns.
- Place the child on the SEN register (at SEN support), identifying their specific need.
- Create a progress plan, involving the child and parents, outlining strengths, needs, outcomes, targets and provision. This will be reviewed termly. (Copies must be given to the SENDCO.)
- Keep children informed of their targets.

The SENDCO will keep records of children with SEN and monitor impact of provision put in place.

Children showing signs of making good progress after a period of support/intervention may be taken off the SEN register. Good progress can be defined as progress which:

- Closes the gap between the child and their peers.
- Prevents the gap growing wider.
- Matches or betters the child's previous rate of progress.
- Ensures full access to the curriculum.
- Demonstrated and improvement in social/personal skills.

### **Stage 3**

If the provision put in place does not enable the child to make satisfactory progress the SENDCO, together with the class teacher, may need to seek advice and support from specialists/outside agencies. Detailed evidence of the child's progress will be collected in this case and parents kept fully informed of action being taken.

### **Statutory Assessment of SEN**

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If a child is still making little or no progress then it may be that their need is considered great enough to request an Education, Health and Care needs assessment (EHC). A request for a child to be assessed can be made by the child's parents or brought to the attention of the Local Authority by the school or by another agency or professional.

To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support. When a request is made to the LA they will seek evidence that any strategy or programme implemented for the child has been continued for a reasonable period of time. A picture will be built up of information including school provision, progress plans and reviews, levels of attainment, advice from specialist support teachers from outside agencies, views of parents and the child and of staff working with the child.

The decision will then be made as to whether an assessment for an EHC is suitable. This request will not necessarily lead to an EHC plan being issued and may conclude that the child's needs can be met at the level of SEN support. Following a request for an EHC needs assessment the LA must make a decision and communicate the decision to the child's parent within 6 weeks of receiving the request.

When an EHC plan is issued it will outline the outcomes for the child as well as support and provision, methods of monitoring progress, strengths and areas to develop. The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested until the final EHC plan is issued, must take no longer than 20 weeks (subject to exemptions set out in the SEND COP).

All EHC plans will be reviewed annually. All parties involved with the child will be asked to contribute to a 'Person Centred Review' at a meeting where outcomes will form the basis of the discussion.

### **Record Keeping and Monitoring**

- The class teacher is responsible for maintaining and updating all provision maps and progress plans for those children in their class and liaises regularly with the SENCO. The class teacher is also responsible for keeping any school tracking updated.
- Individual SEN records are kept in class SEN files as well as copies of documents in the SEN filing cabinet.
- Reports from assessments and outside agencies are copied for class teachers and 1-to-1 TAs and kept in individual files.
- Class teachers keep a log of action as part of their records. This is shared with the SENDCO.
- Children with SEN are monitored through the school tracking system, with progress monitored and appropriate action taken.
- The SENDCO monitors progress and liaises with teaching staff, TAs and the SLT.

### **Partnership with Parents**

We recognise that effective partnership with parents plays a key role in ensuring that children with SEN achieve their full potential. Parents hold key information to contribute to the shared view of the child's needs. As a school we:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Recognise the personal and emotional investment of parents.
- Ensure that parents understand SEN procedures and are aware of how to access support.
- SEN concerns are shared at parents evenings each term or by appointment with the SENCo.
- Support plans for children with SEN are created each term alongside the parents during their child's progress meetings. During these meetings, school support, ideas for supporting the child at home and any other concerns will be discussed.

### **SEN Information**

The school presents its SEN information in different ways:

- By information placed on the school website.
- By following the link from the school website to the local authority's Local Offer website.
- Through information contained in this policy which is also published on the school website.

All information can be provided as a hard copy on request.

### **Resources**

The SENDCO supports the SLT in the operational management of the specified agreed resourcing for SEN provision within the school, including provision for children with Statements/EHCs. The delegated funding is used to ensure:

- Effective levels of classroom support for all children with SEN.
- Up-to-date knowledge and expertise of all staff through CPD opportunities in SEN.
- Appropriate resources purchased
- Access to outside agencies and support services such as SENSS.