



All Saints Benhilton C of E Primary School SEN POLICY



Mission Statement

Together, within God's love, we celebrate and inspire today's minds for tomorrow's challenges.

Definition of Special Educational Needs

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**'*

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Objectives:

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.

To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014 as it is the responsibility of all teachers working alongside the SENCO to identify and meet the special educational needs of pupils.

To develop our practise so that special educational provision is more effective when pupils, parents, carers, class teachers, support assistants and practitioners are fully involved.

Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and Interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

A Graduated Approach to SEN Support

How the school decides whether to make special educational provision.

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Team
- Physical/Sensory Support Service
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. A provision map or Individual Educational Plan (IEP) may be started. This plan

is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions.

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of *assess, plan, do, review*. Termly reviews and target setting meetings are planned just prior to parents' evenings where possible. Targets are shared with parents and the pupil and successes are celebrated.

KS2 pupils with a Statement or EHC plan will be invited, along with their parents, to attend their annual review (attending part of the meeting) to share their achievements for the year and aspirations for the future.

Parents have much to contribute to our support for children with special educational needs. The school's local offer is available on the school's website and forms part of the borough's Local Offer. Support and advice for parents can be accessed via the Sutton Information, Advice & Support Service.

Admission Arrangements for Children with SEN

Children are admitted according to the school's admissions policy regardless of any special needs (see admissions policy). Children with an ECHP or a statement of Special Educational Need are granted a place if All Saints Benhilton is named and if the school can manage the needs of the child.

Governor Places The Governors may allocate a place to a child on compassionate grounds including children with exceptional educational, medical or social needs, which indicate a specific requirement for All Saints Benhilton C of E Primary School. Those applying under this category should state this on the application form and indicate which priority above is also pertinent. Before any request is considered parents must supply with their application form relevant written professional evidence from an appropriate agency to support their case.

Accessibility

All Saints Benhilton is a modern single storey building. It has no steps, wide doors to accommodate wheelchair access and disabled toilet facilities that can be ramped if necessary. See Disability and Accessibility Plan.

SEN Provision

SEN support can take many forms. This could include:

- an individual learning programme (IEP) or provision map
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- writing and reviewing of targets for pupils with SEND under the guidance of the SENCO
- provide well-structured lessons and adapt teaching to respond to the strengths and needs of all pupils; knowing when and how to differentiate appropriately using approaches which enable pupils to be taught effectively

Special Needs Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENCO

The class teaching assistant will cover any SEN TA sickness. This will ensure that children with an ECHP will be supported by a familiar adult.

The SENCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEN register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education,

Health and Care (EHC) plan being provided. The LEA will ask for evidence of strategies tried, support given and of progress over time from the school. All professionals involved with the child will be asked to submit detailed reports about the child's development, progress and the difficulties being experienced. Parent's views and feelings are sought throughout this process and an application to panel is only made with their permission. The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan. The school is following Sutton's transition timetable which will ensure all statements will become EHC plans by 2018. Parents will be informed by the LA in advance of this transition review and will have an opportunity to discuss the process with the SENCO at a conversion meeting.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. Children with Special Educational Needs are fully integrated into the life of the school, hold positions of responsibility and represent the school in the same way as other children in their peer group. All Saints Benhilton CofE Primary School we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising with the SENCO
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

Monitoring and evaluation of SEN

The head teacher and the Senior Leadership Team (SLT) regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data (provision maps)
- progress against individual targets (IEP)
- pupils' work and interviews
- SEN Day to review provision of children with SEND

Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

The School Nurse makes regular visits to school to carry out health checks on children and can be contacted to offer advice and information. She liaises with parents to write a Health Care Plan for those children identified with a medical need.

The Audiometrist makes visits to check the hearing of children when they first come to school and to re-test children throughout the year if there is cause for concern.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to

parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave Benhilton.

Complaints Procedure.

Any complaints from parents are addressed immediately with the option of a meeting or a phone conversation at the head teacher/ SENCO/ teacher/ parent's earliest convenience. Matters are noted, relevant information recorded and action agreed and reviewed within an agreed time scale. Any more serious issues would be taken to the governing body. Complaints to do with outside agencies would be discussed between SENCO and a representative of the agency concerned, with the parents if this is appropriate. All Saints Benhilton has always enjoyed good relationships with parents. The Staff and governors view education as a process, which involves parents and teachers working closely together for the benefit of the child's education and overall development.

The LA provides advice and support for parents through the Sutton Information, Advice & Support Service and information is available from the SENCO. In cases of disagreement at LA level the LA must provide conciliation arrangements to advice and support parents.

Arrangements for In-Service Training for Staff in the Area of SEN

The SENCO attends co-ordinator's meetings, which keeps them up to date with the latest initiatives in SEN nationwide and in the borough. They also undertake training in particular areas of SEN. The SENCO passes relevant information on to staff and assists them with the implementation of the Code of Practice and the writing of IEPs. Teaching and support staff are encouraged to attend LA and/or SDBE inservice training sessions to extend their knowledge and expertise in areas of SEN. Any training attended should be shared with other staff to extend knowledge to all. Inclusion Manager to keep staff informed of new strategies by leading staff meetings. Support staff to have regular meetings with the Deputy Head and adhoc meetings with the Inclusion Manager to share information and training.

Transition

All children in the nursery transferring to the Reception class visit it prior to their transition. Where a child has identified needs, these are discussed to ensure a smooth transition.

When all children transfer to a new academic year their records are all passed on to the next teacher and the SENCO ensures that the new teacher is aware of children in the new class on the SEN register and their needs.

The SENCO attends a Secondary Transfer meeting to discuss the needs of any children with SEN transferring to secondary school. The SENCO, in conjunction with the class teacher always considers the needs of the Y6 children transferring to secondary school and identifies children who may benefit from an individual Transition programme.

How the policy was put together

This policy was created in consultation with stakeholders, including the SEN Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014). The draft policy was on the school website throughout May 2017 during which time comments from the wider school community were welcomed.

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website- SEN section.
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

School SEN Information Report (2016)

The National Curriculum in England Key Stage 1/2 framework document Sep 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

Appendix A: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

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

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Policy Date: January 2017 Review Date: January 2020

Signed

Mrs Karen Stanley-Bristowe (Inclusion Manager)

Signed

Mrs Justine Whelan-Cox (Headteacher)

Signed

Mr M. Rowland (Chair of Governors)