

STANAH PRIMARY SCHOOL

SEN AND DISABILITY POLICY 2017

Rationale

At Stanah Primary School all pupils are valued equally. We provide an environment where all pupils feel safe, can flourish and there is a high standard of behaviour in the school community. We are committed to providing an education that enables all pupils to make progress so that they can achieve their best and become confident individuals.

We ensure that the core values of respect, co-operation and kindness are followed by all members of the school to create successful teaching and learning.

Aims and Objectives

- To ensure equality of provision for pupils with special educational needs and disability with an inclusive, broad and balanced curriculum.
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEN to achieve their full potential.
- To work in close partnership with parents/carers and outside agencies to facilitate access to the curriculum for all.
- To provide advice and support for all staff working with pupils with SEN.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN.
- To make the best use of our resources to support delivery of the curriculum and to ensure that pupils with SEN are socially integrated and supported.
- To ensure the wishes of the children (when appropriate) and views of individual parents are central when planning for children with special needs.
- To provide effective communication with outside services, parents, the local authority and secondary schools (when applicable) to ensure continuity of the children's needs and education.

Definition of SEN

Under the SEN Code of Practice (2015) children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty under the Special Educational Needs Code of Practice s1:8 if they:

- a) Have a significantly greater difficulty in learning than the majority of children the same age; or
- b) Have a disability which prevents them or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a special educational need if they fall within the definition of either of the above or would do so if special educational provision was not made for them. (Clause 20 Children and Families Bill).

Principles underpinning the Code of Practice (page 19 point 1.2)

These are the designed principles for support:-

- Involvement of children and parents in decision making.
- Identification of children's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over the support.
- Successful preparation for adulthood including independent living and employment.

Statutory right:-

- Involving children, parents and young people in decision making.
- Parents and children are actively supported in contributing to needs assessments and developing and reviewing Education, Health and Care (EHC) plans.

Children may have special educational needs in at least one of four areas and many will have inter-related needs. These areas identified by the SEN Code of Practice 2015 at s6:3 are:

1. Communication and interaction.
2. Cognition and learning.
3. Social, mental and emotional health.
4. Sensory and/or physical.

Behavioural difficulties do not necessarily mean a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN.

Roles and Responsibilities of the Special Educational Needs Co-Ordinator (SENCO)

The new code identifies the roles and responsibilities for the governing body, Headteacher, teaching and support staff and SENCO.

Provision for pupils with SEN is a matter for the whole school and all staff and those involved in the school share this responsibility.

The current SENCO, Mrs Roberts, is a qualified teacher and a member of the school leadership team.

As SENCO her role involves:-

- Managing the day to day operation of the policy.
- Co-ordinating the provision for pupils with SEN.
- Liaising with the Headteacher to discuss the deployment of the school's delegated budget and other resources to meet pupil's individual needs effectively.
- Liaising with teachers to support and advise on a pupil's SEN.
- Maintaining the SEN register within school.
- Liaising with parents/carers of pupils with SEN.
- Completing documentation for outside agencies and the Local Authority.
- Advising on the graduated approach to providing SEN support.
- Ensuring there is a range of resources and teaching materials to enable appropriate provision is made.
- Monitoring and evaluating the special educational need provision.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Reporting to the governing body.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with Early Years providers, other schools, Educational Psychologists, Health and Social Care Professionals and independent bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

The primary responsibility to meet the needs of children with SEN remains with the Class Teacher just as they meet the needs of all the children in their class. Teaching assistants provide direct support to children under the direction of the class teacher. Teachers, with the guidance of the SENCo, will plan an appropriately differentiated curriculum for

those children with SEN and will write Individual Education Plans in consultation with pupils and parents.

All staff in the school have responsibilities for pupils with a special educational need.

The designated teachers for child protection are Mr Clough (Headteacher), Mrs Twist (Deputy Headteacher) and Mrs Stephens (Family Support Worker).

The designated member of staff responsible for managing pupil premium is Mr Clough (Headteacher).

The designated members of staff for Looked After Children are Mrs Roberts (SENCo) and Mrs Stephens (Family Support Worker).

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives; meet the pupils' diverse learning needs and remove the barriers to learning. Where possible, pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils are withdrawn during assembly times, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. The majority of these sessions are from the class teacher with additional sessions planned by teachers and lead by experienced teaching assistants.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Assessment and Review Process - Arrangements for Co-Ordinating the Educational Provision for Special Needs

The Special Educational Needs Code of Practice (2014) sets out a four part cycle to SEN:

Assess, Plan, Do, Review (6.45 – 6.56)

- Assess – will form a clear analysis of pupil's needs.
- Plan – Parent notified and their concerns noted and discussed. Teacher, SENCO, parent, pupil adjustments and support put in place.

- Do – Class teacher to remain responsible for working with the pupil on a daily basis and will plan and then assess the impact of support. Mrs Roberts, as SENCO, will support as necessary.
- Review – Review the effectiveness of the strategies/support provided for the pupil, clear information provided on the impact of the support, any changes to be made as necessary.

Only a small minority of children will have needs severe enough to progress on to an Educational Health Care Plan.

The LEA consider the need for an EHC Plan and arrange, monitor and review the provision. The Educational Health Care Plan describes the child's particular needs, the provision to be provided and the objectives all are working towards. The specific targets and strategies to achieve these are drawn up as an Action Plan.

Further details on provision for pupils with SEN can be found in the SEN information document.

SEN Information Document

This report can be found on the school website. It outlines the provision Stanah Primary School makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Medical Needs

The school has Care Plans in place for children who have medical needs. These are completed by the SENCO in correlation with the School Nurse and parents. They are then shared with the class teacher and any other relevant staff, i.e. welfare, teaching assistants etc. Staff are given annual training on Epi-pens and other medicines from the school nurse. All teaching and management staff, and some teaching assistants, are Paediatric First Aid trained.

Stanah Primary School – SEN Provision Map

Throughout the school Teaching Assistants are supporting the children in class and with small group work. Class teachers are supporting all children with appropriately differentiated work and by setting children in both mixed and same level ability groups.

At Stanah Primary School our Provision Maps are annually updated. The school, through the SENCO, also accesses and allocates other resources or provision for children with SEN.

- Advice from the involvement of the Educational Psychology Service. Our Educational Psychologist works with the SENCO and other staff to assess the needs of children at School SEN support.
- The advice and involvement of any other agencies dealing with a specific child e.g. Health Services, Social Services, Education Welfare etc.

The school considers effective liaison with all external agencies to be essential in order to successfully help children with SEN.

The school's Family Support Worker (Mrs Stephens) also arranges Team Around the Family meetings with these agencies and sets up any more frequent meetings, as necessary, to deal with a child's specific need.

Continuing Professional Development

The SENCO regularly attends Local Authority and Co-Ordinator training. Information is passed onto colleagues through staff meetings and at regular review meetings. Our SENCO delivers INSET and staff meetings to update staff on any changes regarding SEN. Subject Co-ordinators and the management team are aware of the needs of children with SEN and make provision for them in their planning, monitoring and assessment.

Staff receive ongoing training from the LA, outside agencies, the SENCO and the SMT to support their understanding and ability to deliver an appropriate curriculum for all of our children.

The Complaints Procedure

Initially an attempt will be made to resolve a complaint about SEN provision at school level within one week of the complaint being made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and/or Deputy Headteacher and/or Headteacher becomes involved. Parent Partnership may also become involved at this stage. If the complaint is still unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act. The Governing Body will consider the complaint, after which, if necessary the Local Authority

will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service.

This policy is reviewed annually.

Next review date is July 2018.