



ST HELENS PRIMARY SCHOOL

Policy for Special Educational Needs

2016

The person responsible for managing St Helens Primary School's provision for a child or young person with Special Educational Needs (SEN) is the Special Educational Needs Co-ordinator (SENCO) which is Miss Rose Leslie. Miss Rose Leslie is a member of the senior leadership team and gained her National Award for SEN in 2014.

Name:	Miss Rose Leslie
School Address:	St Helens Primary School Broomlands Close St Helens Nr Ryde Isle of Wight PO33 1XH
School Telephone Number:	01983 872442
School Email:	admin@sthelenspri.iow.sch.uk

Rationale

Our school is committed to providing equal access for all the school's pupils to a broad and balanced curriculum for all children. As a school we recognise that some pupils during their school career may have special educational needs and/or a disability and we will endeavour to make every possible arrangement to provide for their individual needs.

Every teacher is a teacher of every child or young person including those with special educational needs.

Compliance:

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Children and Families Act 2014
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the head teacher, all staff and parents of pupils with SEND and has been shared with all stakeholders of the school.

Aim:

To raise the aspirations of and expectations for all pupils with SEN and to provide a focus on outcomes for children and young people and not just hours of provision/support.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.

- To involve parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the schools.

Identifying Special Educational Needs (SEN):

There are four broad categories of need:

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

These four broad areas give an overview of the range of needs that are planned for at our school. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The following is not considered SEN but may have an impact on progress and attainment:

- Disability (the Code of Practice, 2014 outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to child or young person’s behaviour is an underlying response to a need which as a school we will be able to recognise and identify clearly. All staff are aware that children with disabilities / SEN present additional challenges due to their vulnerability the assumptions are that indicators of possible abuse relate to the child’s disabilities.

There is a potential for these children to be suffering abuse without showing outward signs and there may be communication barriers and difficulties and this may be noticed during intervention.

All staff are aware that abuse/ bullying from peer to peer can take place in a variety of different ways including sexting and cyber bullying and the school works hard with all stakeholders, including parents in order to be vigilant to such issues.

A Graduated Approach to SEN Support

The SEND Code of Practice 2014 defines a 'Graduated Approach' as: "a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

What does this mean for my child?

Once it has been decided that your child has needs, a four step action process which is set out in the SEND Code of Practice (i.e. a graduated approach) should begin.

What are these steps?

Assess: schools are required to carry out a clear analysis of the pupil's needs, drawing on assessment and experience of the pupil, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the pupil's own views should influence the assessment. Information from external services including health and care professionals should also be taken into account.

Plan: parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.

Do: the class or subject teacher remains responsible for the pupil and should work closely with other staff to ensure the support is provided and monitor its effectiveness.

Review: regular reviews should take place between all relevant staff and parents.

Criteria for Exiting the SEN Register

If the school feels a child no longer needs to be on the SEN Register then there will be a conversation had between the class teacher, SENCO and head teacher, parents will also be involved in the discussion. If a child has made average progress and their attainment is in line with their peers they might be removed from the SEN Register. The child will be closely monitored.

Supporting Pupils and Families

A named governor takes the responsibility for special needs and is always willing to talk to parents. At all stages of the special needs process, the schools keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention and keep them updated

Supporting Pupils at School with a Medical Condition

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. For more information please see the school's policy for supporting pupils with medical conditions.

Monitoring and Evaluating SEND

The SENCO will monitor the movement of children within the SEN system in school. The SENCO will provide staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO is involved in supporting teachers involved in drawing up Pupil Passports for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

Training and Resources

The annual budget is both devolved and delegated and is allocated on an annual basis, mainly to cover learning support assistants and specific special needs assistants. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. A capitation allowance is dedicated to the purchase of SEN resources. An allowance is provided for training and training materials. The SENCO has attended and completed the National Award for SENCOs and attends regular networking meetings and training.

How is SEN funded?

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

- The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.
- Nasen membership.

Roles and Responsibilities

The Role of the SEN Governor – Mrs Peta Rainford

- Liaise with school, governors and parents.
- Gather information for the school.
- Sometimes pass on information to the school.
- Report back to the rest of the governors.
- Monitor the practice & procedures.

The Role of the Headteacher – Miss Jane Loader

- Ensure the school's responsibility for the day to day management of its SEN procedures is being carried out and has been appropriately delegated to the SENCO
- Keep the Governing Body fully informed.
- Involved in Statutory requirements for children with SEN.
- Responsible for managing Pupil Premium Grant.
- Responsible for managing the Looked After Children Grant.
- Responsible for managing the schools responsibility for meeting the medical needs of pupils.

The Role of the SEN Support Staff

- Maintain the SEN Register.
- Ensure copies of external agencies' reports are filed in Master Files.

The Role of the SENCO – Miss Rose Leslie

- Work with the Headteacher, staff, parents, the governing body and other agencies, ensuring that the day-to-day operation of the SEN policy results in an increased awareness of and action by staff in discharge of their responsibility to provide access to the full curriculum for all pupils.

- Ensure, with the co-operation of colleagues, that pupil's needs are identified.
- To be accountable to the Headteacher and governing body for the resources made available in respect of SEN.
- To evaluate the effectiveness of the involvement of staff from external agencies.
- To keep the Headteacher and the governing body informed of the operation of the policy.
- To develop effective working relationships with parents.

The Role of the Class Teacher

- To provide a challenging and stimulating programme of study to enable all children to reach the highest standards of personal achievement.
- To recognise and be aware of the needs of each individual child.
- Liaise closely with the SENCO, parents and child in the identification and provision for pupils with SEN.
- Differentiate the curriculum to address the needs of the child on Pre-school action and School Action.
- To work collaboratively towards the agreed SEN Policy.
- To provide the SEN support staff with the relevant Pupil Passports when the review has been done.

Storing and Managing Information

All information regarding pupils on the SEN Register is kept securely.

Reviewing the Policy

The SEN Policy will be reviewed annually.

Accessibility

The layout of the main school, and the resources available, means that there could be difficulty in admitting a child with a physical disability. If this were the case, class alterations would be put in place before the child was to start at the school. We do have limited access for wheelchairs. See the Accessibility Plan.

Approved by the Governing Body

Signed:

Date:

Review Date: May 2017

This Policy has been amended in response to Keeping Children Safe in Education - September 2016 added in March 2017)