

# **ST BRIDGET'S C of E PRIMARY SCHOOL**

## Special Educational Needs and Disability Policy



Policy Written January 2015

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# 1 INTRODUCTION

The policy for pupils with Special Educational Needs and Disability (SEND) concurs with the aims of St. Bridget's School.

St. Bridget's School also accepts the Wirral policy for Gifted and Talented Children (a copy is kept in school and on the school website). A register of Gifted and Talented (G&T) children is kept and updated by the school Special Education Needs Coordinator (SENCo).

## 2 PHILOSOPHY

### Definition of SEND

At St. Bridget's C of E Primary School we recognise that any child at any time may require extra support. There may be many reasons for this: learning, physical, emotional or behavioural difficulties or the possession of special aptitudes that need to be nurtured.

The definition of Special Educational Needs (SEN) is defined in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years, 2014' as follows –

- 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 him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
  - *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

### Policy

All staff share responsibility for children with SEN, assisted and supported by the SENCo and, when appropriate, outside agencies.

Pupils who are identified as having SEN will work in their class groups. In addition, they may be withdrawn primarily to work with support staff in a small group or individually. The school believes that some children benefit greatly from being taught basic skills in this way, which allows for an extension of the differentiated approach, and greater focus and practice of skills used in the classroom. Pupils are very willing to work in this way, and both parents and pupils express appreciation for it.

### **3 AIMS AND OBJECTIVES**

Through the school's SEND policy we aim to:

- Maintain the individuality of each child.
- Provide an environment that stimulates and motivates all pupils whatever their ability, so that all children are given the opportunity to achieve their full potential in all aspects of the curriculum.
- Provide access to a balanced and broadly based curriculum through differentiated approaches and varied teaching styles thus providing a range of learning opportunities to suit individual needs such that children with SEN are integrated into the school as a whole.
- Identify, as early as possible, those children who have SEN.
- Have available an up-to-date register of children in four categories as described in the 'Special educational needs and disability code of practice: 0 to 25 years'. These categories are:
  - Cognition and Learning
  - Communication and Interaction
  - Social, Emotional and Mental Health Issues
  - Sensory and/or Physical Needs
- Keep year group provision maps for those children who may not have been assessed as having a special need but who may require extra support.
- Keep more detailed individual files on those children who are on the SEND register. These include monitoring forms and review information.

- Involve parents in the education of their child.
- Enable pupil participation to take place in target setting and review through the use of Person Centered Plans.

We recognise:

- The importance of pre-school experiences; learning through play and physical experiences should be built upon, not displaced.
- The importance a child's home life plays in learning, and the need to maintain a dialogue between home and school.
- The importance of good school influences in promoting tolerance, responsibility and good citizenship.
- The need for good adult role models demonstrating equal opportunities and inclusive attitudes.
- The necessity for high quality and differentiated planning, teaching and evaluation of all aspects of the curriculum.

We ensure that:

- Teachers are aware of the importance of identifying and providing for those pupils who have SEN.
- Any pupil with SEN joins in the activities of the school together with their peers, so far as is practical and compatible with each pupil's special educational provision, the efficient education of other children in school and the efficient use of resources.
- Any pupil who is looked after by the local authority will be identified to school by the authority and reviewed in accordance with the appropriate outside agencies.

- We make all necessary provision for any child with SEN through early identification, assessment, monitoring, record-keeping, review and the use of the appropriate outside agencies.

## **4 MANAGEMENT AND ADMINISTRATION**

### **The SENCo has responsibility for:**

- Day to day operation of the school's policy.
- Liaison with staff, and advising on the school's SEND procedures.
- Co-ordinating provision for children with SEN.
- Maintaining the school's SEND register.
- Monitoring the drawing up of and use of Person Centred Plans (PCP's), Action Plans, Individual Behavioural Plans (IBP's) and any other additional paperwork required.
- Ensuring that reviews are carried out regularly.
- Liaison with parents, in conjunction with class teachers and/or head teacher.
- Contributing to Inset days and staff meetings.
- Liaison with representatives of external agencies when necessary: these include Special Education Support Services (SESS), health and social services, school nurse, educational welfare services and voluntary bodies.

### **Curriculum support**

The SENCo may liaise with the class teacher to provide support material for use in the classroom. This may be planned in advance or as a response to particular needs as they arise.

Where children have specific difficulties, particularly in literacy or numeracy, withdrawal time may be provided.

Provision mapping of resources allows teachers and teaching assistants to select appropriate resources to support children

### **Withdrawal (Small group/individual support)**

The groups may comprise children of varying ability and ages, and may be of various sizes.

During any withdrawal time allocated to SEN pupils the following may take place:

- Individual basic skills work (e.g. reading, spelling strategies, comprehension, listening skills, keyboard skills, number conservation), designed to give intensive, specific practice in areas where the pupils have significantly greater difficulty in learning than the majority of children in the class; this is used to encourage confidence.
- Aspects of the curriculum may be introduced, reinforced or extended, in liaison with the class teacher
- Specific programmes may be followed: e.g. Orreets, Accelerread/write, RM Maths, Nessy Learning Programme, Time To Talk, Socially Speaking.

## **5 ROLE OF THE GOVERNORS**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing body have a named SEND governor who meets regularly with the SENCO in order to report back to the full committee meetings or any SEN changes and challenges.

### **Links with parents**

In the first instance this is the responsibility of the class teacher who will inform parents of a concern. Most parents willingly cooperate in supporting their child in activities to be carried out at home. These may include reading-related work, spelling, visual memory games and motor control skill work. Parents are asked to

encourage, or develop, a love of books and to hear their child read daily if possible. For some parents a diary notebook is used to provide a means of exchanging information regularly. There is a clear relation between the amount of regular parental support and the progress made. Parents will have person Centred plans shared with them and reviewed as necessary according to their child's needs.

### **Links with other schools**

When SEN pupils transfer to other schools, information is forwarded about progress, attainments, particular needs and strategies used. Whenever possible the SENCo makes personal contact with the appropriate members of staff in the new school to facilitate the transition. In addition, children may make supported visits to other schools to ensure a smooth transition.

## **6 ASSESSMENT, RECORDING AND REPORTING**

Identification of children with SEN is carried out through the regular staged assessment and screening procedures (SEND Code of Practice 2014). This begins with observations and assessments by the class teacher and can include various aspects of work, behaviour, social relationships or physical well-being. In addition evidence is gained from checklists and assessments regularly used by school: these include the Wirral Foundation Checklist, Foundation Profiles, Statutory Assessment Tests (SATs), National Foundation for Educational Research (NFER) and Vernon spelling tests. The school uses Local Education Authority (LEA) criteria to determine correct placement.

### **SEN Register**

All children on the SEND Register will have a Person Centered Profile, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child. These children are also recorded on the school SIMS system as having 'SEN Support'.



## **Education, Health and Care Needs Assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. The school would submit evidence to the Local Authority who will make a decision on whether an Education Health Care plan (EHCP) was put into place.

## **Interventions**

It is the responsibility of the adult leading an intervention to monitor and report on progress made. This is to be done with the use of the Intervention Monitoring form. In addition some interventions provide other diagnostic information in order to help monitor progress and attainment.

## **7 RESOURCES FOR SPECIAL EDUCATIONAL NEEDS**

School receive advice and support from; Special Education Needs Assessment Advice Team (SENAAT), Educational Psychologist (EP), Autism and Social Communication Team (ASC), Speech and Language Team (S&L), the School nurse and Orrets Meadow Outreach Support.

A double-glazed SEN room equipped with specific materials is situated off the main corridor. There is sufficient room for 4 children to work.

Fizz books. Ipads and a computer suite can be used for programmes such as Nessy, RM Maths, Accelerated/read/write and Orrets. They may also be used to allow SEN pupils additional time to complete classwork.

A variety of practical apparatus, books, workbooks, Word Wasp, Toe By Toe, Active Phonics, New Phonic Blending, Active Literacy Kit, PAT, Stile Dyslexia, number and word games, Clear view folders, plastic letters, Ace dictionaries, socially speaking activities and barrier games are available to be used.

## **8 THE LOCAL OFFER**

As part of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years, 2014' Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The Local Offer should cover:

- support available to all children and young people with SEN or disabilities from universal services such as schools and GPs
- targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services
- specialist services for children and young people with SEN or disabilities who require specialised, longer term support

Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.

Further information about the Local Offer is located on the school website under the Special Educational Needs section.

## **9 EVALUATING SUCCESS**

Success can be evaluated by studying:

- The quality of teaching and learning in the classroom
- The standards of attainment achieved by the children through using School Pupil Tracker Online, Intervention Tracking Sheets and Reporting and Analysis for Improvement through school Self-Evaluation (RAISE on line)
- Reviews of the school's behaviour policies
- Attendance figures
- The attitudes of pupils and parents. (Survey responses)
- Annual review of pupils with a statement, Individual Pupil Funding Agreement (IPFA) or EHC.

## **10 COMPLAINT ARRANGEMENTS**

If parents are not in agreement with the special needs provision being offered to their child, they have a right to make a complaint. In most circumstances parents should raise their concerns, in ascending order, with the class teacher, SENCo, headteacher and finally the governing body. If parents disagree with the way the LA meet their child's special educational needs they can appeal against the decision through an SEND Tribunal by contacting the Local Authority.

## **11 Glossary**

**ASC** - Autism and Social Communication Team

**EHCP** – Education Health Care Plan

**EP** - Educational Psychologist

**G&T** - Gifted and Talented

**IBP** - Individual Behavioural Plan

**IEP**- Individual Education Plan

**LAC**- Looked After Child

**NFER** - National Foundation for Educational Research

**S&L** - Speech and Language Team

**SATs** - Statutory Assessment Tests

**SEN** - Special Educational Need

**SEND**- Special Educational Need and Disability

**SENAAT** - Special Education Needs Assessment Advice Team

**SENCo**- Special Educational Need Coordinator

**TA**- Teaching Assistant