

English Martyrs' R.C. Primary School



English Martyrs' RC Primary School



**Special Educational Needs
and Disability
Policy
March 2017**



Special Educational Needs and Disability Policy

Name of SENDCO – Mrs Helen Hughes (Member of the Senior Leadership Team)

Contact Details - English Martyrs' R.C. Primary School, Redcar Road, Sunderland SR5 5AU

Telephone Number - 01915535540

At English Martyrs' R.C. Primary School we value the contribution that every child can make. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEN are valued, respected and equal members of the school.

Every teacher is a teacher of every child including those with SEN.

The SEN Policy complies with the statutory requirement laid out in the SEND Code of Practice, 0-25 guidance (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE February 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Supporting Pupils at School with medical conditions (December 2015)

1. The SEND Aims of our School

- To ensure that all pupils have access to the school curriculum and all school activities.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To identify at the earliest opportunity, all children who need special consideration to support their needs (whether these are educational, social, physical or emotional).
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To work in partnership with parents, pupils and relevant external agencies to provide for children's special educational needs.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To give every child the entitlement to a sense of achievement.

We recognise that many pupils may have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

- All teaching staff and governors have been involved in developing the policy.
- All teaching and non-teaching staff are committed to the principles within the policy.
- SEND objectives are addressed in the School Development Plan by targeting all curriculum areas to address the needs of all pupils to meet targets and learning outcomes within these areas.
- The Annual Report to parents also outlines the arrangements for pupils with Special Educational Needs and Disabilities.

English Martyrs' R.C. Primary School



Whilst many factors can contribute to the range of difficulties experienced by some children, we believe at English Martyrs' School that much can be done to overcome them by parents, teachers and pupils working together.

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 (SENDCO) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

2. Roles and Responsibilities

The school's SENDCO is Mrs. H. Hughes

English Martyrs' R.C. Primary School recognises that provision for children with Special Education Needs is a matter for the school as a whole. Roles and Responsibilities with regard to SEN are designated in the following way:

Headteacher:

- Allocate roles and responsibilities to staff so that special needs are met
- Liaise with staff, SENDCO, support services, parents and pupils
- Report to governors on the needs of the SEN children in her care
- Delegate the organisation of review meetings to the SENDCO
- Ensure that the needs of SEN children are met within the school

SENDCo:

- Play a key role in delivering the strategic development of the SEN policy and provision
- Oversee the day-to-day operation of the school's SEN policy
- Monitor the needs of SEN children together with the class teachers
- Assist with and advise on, the teaching and assessment of children with SEN
- Organise annual and termly reviews
- Ensure Support Plans are written and reviewed termly
- Ensure that provision for pupils with SEN is mapped
- Ensure that the impact of SEN interventions is assessed for each pupil
- Meet regularly with the Head teacher to discuss individual children, resources and use of time
- Give advice on the level of support and on appropriate resources and strategies to support learning
- Ensure that the school's SEN register is updated termly
- Lead the annual review of the Special Educational Needs Policy
- Liaise with support services including Educational Psychology, Behaviour Support, CAMHS, SALT, Paediatrician and any required agency in consultation with the Head teacher, class teachers and parents
- Meet with parents and pupils to discuss support, individual needs and individual progress
- Report to governors annually
- Work in conjunction with the class teachers and support staff
- Lead INSET on SEN in school

English Martyrs' R.C. Primary School



Class teachers:

- Identify the Special Educational Needs of individual children in their class
- Know which pupils in their class are on the SEN Register and at what stage
- Maintain an SEN file for their class reflecting this information for each individual child and copies of all relevant Support Plans
- Write individual Support Plans for pupils with SEN
- Ensure that Support Plans are reviewed with the parents (and child if appropriate) at least three times a year
- Ensure TAs support pupils appropriately
- Ensure that the SENDCO are aware of children's needs
- Provide learning experiences which are appropriate to the needs of the child
- Attend appropriate INSET and courses

Teaching Assistants:

Under the guidance of the class teacher to:

- Carry out activities and learning programmes planned by the class teacher and the SENDCO
- Keep records of work as requested
- Support children in class or by withdrawing individuals and small groups
- Attend INSET and courses where appropriate
- Be aware of the school's SEN policy

Governors:

- A named governor to have responsibility for the implementation of the SEND policy
- Be fully involved in developing and monitoring the SEND policy
- Have up to date knowledge about the school's SEND provision, including funding
- Know how equipment and personnel resources are deployed
- Ensure that SEND provision is an integral part of the school

3. Definition of Special Educational Needs

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be communication & interaction, cognition & learning, social, emotional & mental health, sensory & physical needs and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

The revised code of practice focuses on meeting these needs within the classroom; all class teachers are responsible for meeting the needs of all children in class. All staff have a responsibility for identifying students with Special Educational Needs. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way. If there is a concern, a discussion with the SENDCO will take place. The Special Educational Needs (SEN) Code of Practice, which was revised in 2014, provides guidance on the duties of schools, local authorities and others working with children who have SEN. The Code sets out four areas of SEN:

- Cognition & Learning
- Behavioural, Emotional & Social Development
- Communication & Interaction
- Sensory &/or Physical Needs

English Martyrs' R.C. Primary School



The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

4. Identifying Special Educational Needs

SEND Code of Practice (2014) has 4 broad categories of need:

- Cognition & Learning
- Behavioural, Emotional & Social Development
- Communication & Interaction
- Sensory &/or Physical Needs

These 4 broad areas give an overview of the range of needs that are planned for each child. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. In English Martyrs' School we consider the needs of the whole child which may include special educational needs.

The following are not SEN but may impact on a child's progress and attainment:

- Disability
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

5. A Graduated Approach to SEN Support/Managing pupils needs on the SEN Register.

English Martyrs' School applies the Assess-Plan-Do-Review cycle.

Level 1 SEN Support (Previously School Action (SA) and Early Years Action (EYA))

We aim to identify children with special educational needs as early as possible in their school life. When a class teacher identifies a child with SEN s/he should inform the SENDCO. If a class teacher has concern about a child these concerns will be discussed in the first instance with the SENDCO and/or Head teacher during Pupil Progress Meetings and the class teacher will monitor the child's progress or behaviour for a period of time. Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child. The triggers for intervention through Level 1 support could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy and mathematics skills
- Presents persistent emotional or social difficulties

English Martyrs' R.C. Primary School



- Has sensory or physical problems, continues to make little or no progress despite the provision of specialist equipment
- Has a communication and/or interaction difficulty

If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SENDCO about whether the child needs to go on the SEN register at Level 1. The SENDCO will then write to or discuss with the parents about the child's needs. A decision may be reached at that meeting to begin Level 1 (previously School Action) Support, in which case the child's name must be entered on the SEN Register and the class teacher must include that pupil in a SEN file for that class.

Level 2 SEN Support (previously School Action Plus and Early Years Action Plus)

At Level 2 external support services, both those provided by the LA and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on Support Planning targets and accompanying strategies.

The triggers for Level 2 support may include:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has an emotional or social difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Interventions put in place at Level 1 have had little or no impact on learning or progress

Progression to Education Health Care Plan (EHCP):

If after advice from the EP and other professionals, the school and parents consider that help is needed from outside the school's resources the SENDCO will request Statutory Assessment (EHCP) by the Authority. Papers are forwarded to the SEN Team, who with the Panel will decide whether to proceed with Statutory Assessment.

An Education, Health and Care plan (EHC plan) describes a child's Special Educational Needs (SEN) and the help they will get to meet them. An EHC plan also includes any health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people with high support needs.

EHC plans replaced Statements of Special Educational Need and Section 139 Learning Difficulty Assessments (LDA) on 1 September 2014.

EHC plans are for children who need a high level of support, who have a special educational need or disability that cannot be met by the support that is usually available at their school. Local Authority should

English Martyrs' R.C. Primary School



carry out an EHC needs assessment. When this assessment is finished the local authority must decide whether to issue an EHC plan.

Prior to making a request for statutory assessment the school will have the following information available

- Action followed at level 1 and level 2 Support
- Pupil's Support Plan's
- Records and outcomes of regular reviews
- Information on the pupil's health and relevant medical history
- Level of attainment (including reference to P-levels)
- Other relevant assessments reports from external agencies and specialists such as support teachers and Educational Psychologists
- The views of parents
- The views of the child

The Local Authority will review the EHC plan at least once every 12 months. This must be done in partnership school, parents, other agencies involved and the young person. The local authority will decide whether to keep the plan as it is, make changes, or cease to maintain it within four weeks of the review meeting.

6. Review

Support Plans including review meetings/Criteria for exiting the SEN Register

All pupils on the SEND register at Level 1 (Previously School Action), Level 2 (Previously School Action Plus) or with an Education Health Care Plan have a Support Plan. These Personalised Plans are reviewed at least three times a year, with the parent and the child if it is appropriate to include the child. This should ideally be done at Parent Evenings, if not a separate time will be made. If a pupil is making good progress the Support Plan review can be used to consider removing a child from the SEN register. Alternatively, if targets have not been met and all the required support has been in place and if we continue to have concerns we will have a separate meeting with class teacher, SENDCO and any outside agency involvement. This meeting will be the first part of the process to move the pupil to the next step on the register from Level 1 to Level 2 or Level 2 to a request for Statutory Assessment, EHCP (Level 3). There must be clear evidence of support the pupil has been given to enable them to make progress. Over the period of a year SENDCO will attend review meetings for children on SEN register at level 2 /EHCP. SENDCO will hold reviews for any children causing concern or who are likely to be considered for EHCP.

Support Plans include:

- Individual targets
- Programme of support
- Monitoring progress arrangement
- Outcomes
- Evaluation / next steps
- Date of plan and when the plan is to be reviewed
- Name, DOB, stage, area of need

Annual Reviews of Statements of Special Educational Needs and Education Health Care Plans

If a child has an Education Health Care Plans they must be reviewed annually. The Annual Review will be chaired by the SENDCO. Reports will be submitted by the class teacher and any specialist services working with the child. If there are concerns about the progress or behaviour of a pupil with a Statement then an Annual Review can be held at any time during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the Statement or Educational Health Care Plan. In the unfortunate event of a pupil with a Statement facing Permanent Exclusion an Annual Review MUST be held at the earliest opportunity prior to the exclusion meeting.

English Martyrs' R.C. Primary School



The meeting will consider the following questions

- What are the child's current levels of attainment in literacy and numeracy?
- What progress has the child made towards meeting the overall objectives set out in the statement?
- What progress has the child made over the past year, especially in relation to each SEN?
- What are the parents'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the targets in the IEP?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the statement necessary?
- Should the LA be recommended to cease to maintain the statement?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?
- The Secondary School SENDCO is also invited to any Y6 Statement reviews.

7. Transitions

As pupils on the SEN register progress to secondary school the SENDCO will liaise with the various receiving schools. This will include inviting the SENDCO from the secondary schools to Y5 & Y6 Annual Reviews. This will include specialist provision in the case of some pupils with Education Health Care Plans.

8. The Range of Provision

The main methods of provision made by the school are:

- Full- time education in classes, with additional help and support by class teacher.
- Periods of withdrawal to work with a support teacher and/or outside agency support.
- In -class support with adult assistance.

9. Supporting Pupils and Families

Partnership with parents play a key role in enabling children with SEND to achieve their potential At our school we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of children with SEND will be treated as partners and supported to play an active role in their children's education.

- Parents and pupils can refer to the LA local offer (Regulations 53, part 4) for further information.
- Parents and pupils can refer to the SEN Information Report on the school website for further information.
- Links to other agencies such as Educational Psychology Service, Language and Learning, Autism Team, Speech and Language, Hearing Impairment services and Visual Impairment services are available.
- Important links are in place with the following organisations- CAHMS, School nurse, Educational Welfare Officer, Social Services, Behaviour Support Services and Comprehension schools.

10. Supporting Pupils at school with medical conditions

- The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school educational visits 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.

English Martyrs' R.C. Primary School



- Some children may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The arrangements in place in school to support pupils with medical conditions (in line with guidance published by DfE December 2015) is as follows:
 - a) School's admission forms request information on pre-existing medical conditions.
 - b) A medical conditions list/register is kept, updated and reviewed regularly by a nominated member of staff. Each class is made aware of the list.
 - c) No staff member may administer prescription medicines or undertake any healthcare procedures without undergoing specific training first.
 - d) A parental consent form must be completed in order for medicines to be administered and left over medicines must be collected and taken off the site.
 - e) Inhalers, adrenalin pens and blood glucose testers will be held in an accessible location and medication is kept in a locked cabinet.
 - f) Where necessary, an Individual Healthcare Plan will be developed in conjunction with parents/carers and advice from professionals and staff will be aware of these. The IHP will be reviewed at least annually.
 - g) Parents will keep the school informed of any new medical conditions or of any changes.
 - h) Staff will be trained to achieve the necessary competency for supporting pupils with medical conditions, with particular specialist training if they have agreed to undertake a medication responsibility.
 - i) Medical emergencies will be dealt with under the school's emergency procedures which will be communicated to all relevant staff so they are aware of signs and symptoms.
 - j) On educational visits, a risk assessment will be undertaken in order to plan for children with medical conditions.

11. Storing and Managing information

Once a child has been entered on the SEND Register records are kept in SEND filing cabinet. Records are accessible to all teachers and involved professionals in consultation with the SENDCO. Current Support Plans are kept in Teachers Planning Folders. Confidential information is kept in the Head teacher's room and securely locked.

12. Training and Resources

- Training needs of the staff are identified and planned for through the School Development Plan.
- 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.
- The SENDCO attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND.

13. Monitoring

Monitoring of progress of all children with SEN will be carried out on a half termly basis with class teachers and SENDCO as part of the Pupil Progress meetings. Impact of interventions will be evaluated and altered accordingly.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.

English Martyrs' R.C. Primary School



- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self- help and social, emotional or personal skills.

14. Criteria for evaluating the success of the school's SEND policy/ Review

The policy is reviewed where there are changing circumstances and at least once a year. The next planned review will be January 2017. INSET needs are reviewed regularly. The SENDco/head teacher provides feedback to the Governing Body. The Governors report on the success of the policy in the annual report to parents/carers.

Monitoring of SEND will consider the following

- Is there effective communication between staff, parents and SEND co-ordinator?
- Are the Support Plans addressing the needs of the children?
- Are the children achieving?
- Are we identifying children's difficulties early and quickly?
- Do we make full use of our SEND resources?
- Are parents happy with the provisions for SEND children?

SENCO – Mrs Helen Hughes

March 2017

This Policy was ratified by Governors in March 2017

Policy to be reviewed March 2018

Also see

SEN Information Report (Available on school website)

School Policies (Available on school website)

English Martyrs' R.C. Primary School



Appendix 1

A Graduated response to SEND

Action	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher is responsible for different work for all the pupils.	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEND register at Level 1 (School Action) is considered. The teacher responsible for the child informs the SENDCO of the concern.
Stage 1 (School Action)	The child is placed on the SEN register at Stage 1 (School Action). Appropriate interventions are identified and parents/carers are informed.	Additional and/or Different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. Personalised Plans are written which are reviewed regularly.	Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.
Stage 2 (School Action Plus)	The SENDCO requests advice from an external agency. An individual Personalised Plan is devised from the additional guidance given and is agreed with parents/carers. The teacher involved delivers the plan of action.	Personalised Plan is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. The Personalised Plan is reviewed regularly.	Majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment.

EHCP would be applied for if progress was not seen at Stage 2.

English Martyrs' R.C. Primary School



This policy was reviewed in May 2015 in line with the new DfE directives and guidance which come into place September 2014. Opinion of parents were actively sort.

Appendix 2

Definitions of Terms

Cognition and Learning

Children may experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for example, dyslexia and dyspraxia.

Behaviour, Emotional and Social Development

Children may be withdrawn or isolated, disruptive or disturbing, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

Communication and Interaction

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Sensory and Physical

Children may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.