

St James' C of E Primary School

Special Educational Needs and Disability Policy

(SEND) 2015-2016

"The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles." (Warnock Report, 1.4)

Our School Mission

ACHIEVING SUCCESS TOGETHER

1. Our School Vision

- St James is a place for everybody where our different cultures are respected and celebrated
- We share the Christian values of respect, care and faith
- We will do our best work and behave well
- School is an exciting, creative and fun place to be, where we work hard to achieve our best
- We are supported, challenged and our successes are celebrated
- We learn how to live healthy lives and stay safe
- We learn to be responsible people who are able to make a positive contribution to our community in the future

- St James is a family that welcomes, loves and supports each other

2. Special Educational Needs Coordinator (SENCO)

The Special Educational Needs Coordinator (SENCO) is Mrs. L. Pasdari; she achieved the National Award for Special Educational Needs Co-ordination (NASENCo award) in October 2014. Mrs. Pasdari is available to contact via the school office, email office@stjames-gorton.manchester.sch.uk, or by phoning the school number 0161 223 2423. Mrs. Pasdari works in collaboration with the senior leadership team to ensure the day-to-day running of the policy. The named SEND governor is .

3. General Information

The school follows the DFE Special educational needs and disability code of practice: 0 to 25 years (2014).

At St James' we believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

In order to achieve this we:

- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet children and young people's SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- work with parents to ensure the best special educational provision is available for their child and that they are consulted throughout the SEND process

- recognise that *all* teachers are teachers of every child, including those with SEND and ensure that teachers have the most up to date training and information regarding SEND

Arrangements for coordinating SEND provision:

- The SENCO holds weekly drop in sessions to support and advise all staff.
- The class teachers will keep an inclusion file incorporating those children with SEND.
- The class file will be updated once a term with the SENCO.
- The SENCO will keep a list of all the children with SEND – the additional needs register.
- The progress of children will be monitored termly.

SEND specialism's in the school are:

Specialist Teacher for children with ASD and SLI – Mrs. L Pasdari

Specialist Teaching Assistants for children with ASD and SLI – Mr. Billington and Mrs. McHale

Behaviour Needs Support Lead – Mrs. L Harvey

Intervention level support – Miss S Cox

Speech & Language Therapist – Mrs. F Garvey

ABA Tutor – Miss R Hurst

Designated safeguarding person and LAC coordinator – Mrs. D Spink

Parent Support Advisor – Mrs. D Stephenson

Special facilities which increase access to the school for pupils with SEND:

- School is on a single level to support wheelchair access
- Disabled toilets

- Resourced Provision

4. Aim

At St James' we aim to raise the aspirations of and expectations for all pupils with SEND, we provide a focus on outcomes for children and not just hours of provision/support. The emphasis is on a whole school approach. All staff accept responsibility for providing all children with challenging educational targets to ensure progress is at least better than expected. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. Participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

5. Objectives

- To identify and provide for pupils that 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 ensure the continued professional development of the SENCO in order to have the most up to date policies and practices in place

6. Identifying Special Educational Needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available

to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable (DFE code of practice, 2014).

At St James' we identify the needs of the whole child not just their special educational needs.

Broad Areas of Need

Communication and Interaction

- Children with Speech, Language and Communication Needs (SLCN) have difficulty 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 the social rules of communication.
- Each child with SLCN may have difficulty with one, some or all of the different aspects of speech language or social communication at different times of their life.
- Children with SLCN have individual needs and these may change over time.
- Children with ASD are likely to have 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 may need support for learning difficulties when their learning is at a slower pace than their peers, even with appropriate differentiation and intervention.

- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).
- Specific learning difficulties (SpLD), affect one or more specific areas of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

- Children may experience a wide range of social and emotional difficulties, which manifest themselves in different ways. These include, but are not exhaustive of, the following:
 - Withdrawn or isolated behaviour
 - Challenging, disruptive, disturbing behaviour.
- These behaviours may reflect underlying mental health issues such as anxiety, depression, self-harming, eating disorders or physical symptoms that are medically unexplained.
- Other children may have ADHD, ADD 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.
- Difficulties may be age related and may fluctuate over time.
- 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.

- Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At St James' we recognise that there may be other factors that impact on progress and attainment aside from SEND, such as:

- Disability (the code of practice outlines the "reasonable adjustment" duty for all settings and schools provided under current disability equality legislation – these alone do not constitute SEND)
- Attendance and punctuation
- 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 a Serviceman/woman

At St James' we do not identify behaviour as a special educational need, any concerns relating to a child's behaviour we believe is an underlying response to a need which we are able to recognise and identify clearly as we know all of our children well.

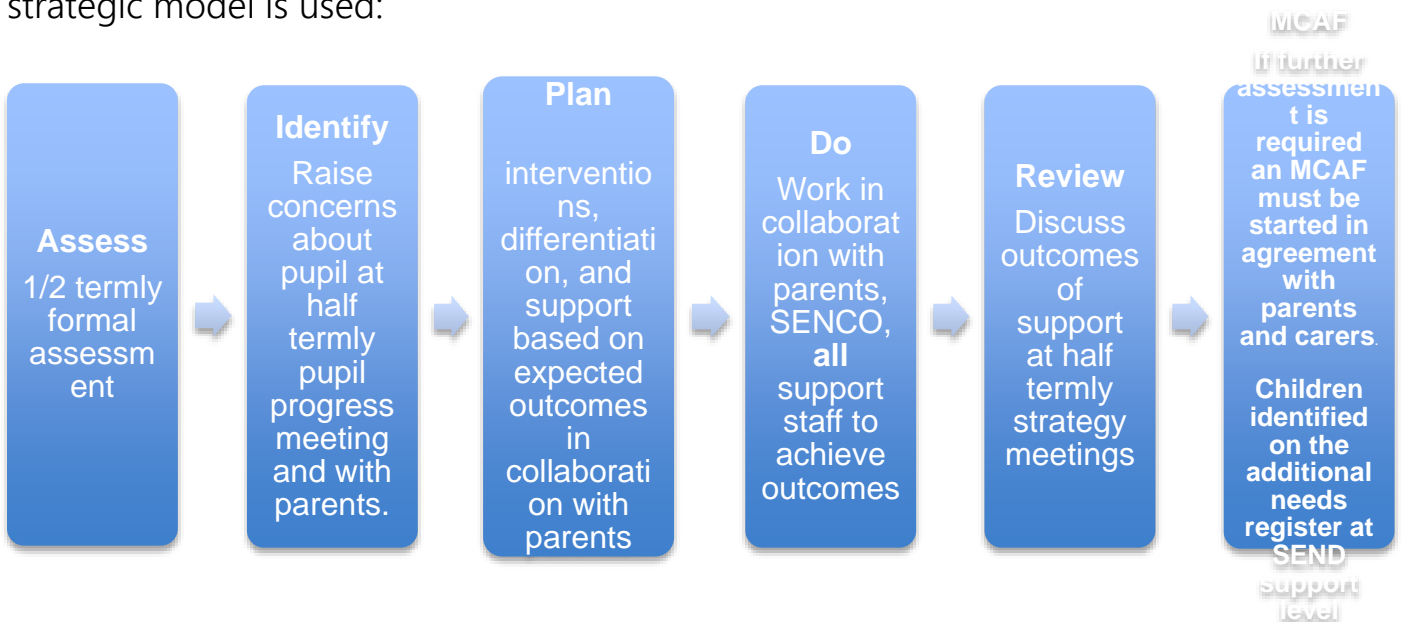
7. A Graduated Approach to SEND Support

The code of practice 2014 suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all of the interventions/reasonable adjustments and good quality personalised teaching. Therefore at St James':

- We ensure quality first teaching and differentiation of the curriculum is embedded in each classroom, additional intervention and support cannot compensate for this

- Class teachers are clear that they are responsible and accountable for the progress and development of all pupils in their class, including those who access support from teaching assistants or specialist staff
- We regularly and rigorously monitor the teaching and learning of all pupils through spending time in each classroom where phase leaders and senior leaders; look at samples of children’s work; discuss pupil progress with children; observe teaching; monitor planning; and provide feedback and support for any areas for development.
- The SENCO delivers half termly staff meetings to ensure that all staff are clear about the expectations of working with all children with a focus on those children with SEND and deliver any relevant training.
- The SENCO holds weekly drop in sessions to provide support on planning, differentiation, identifying SEND, and liaison with parents.

In order to ensure appropriate provision is in place for every child the following strategic model is used:



Where children do not fit into the SEND support cycle class teachers complete a “SEND cause for concern referral sheet” and pass this to the SENCO. Within two weeks the SENCO will: discuss concerns with class teacher; observe the child in class; work on a 1-

1 basis with the child; look at planning and books; arrange a meeting with parents and class teacher to plan appropriate provision. Children should then fall into the above cycle. Throughout the whole process parents are routinely informed of their children's progress. Parents are met with termly as part of the assertive mentoring conferencing and more frequently if required.

Additional Support Level:

Children are in receipt of support that is additional to or different from that offered to all pupils, this may be in the form of: a behaviour support plan; a communication passport; individual support from a specialist teaching assistant; visual support; and/or alternative augmentative communication systems.

SEND Support Level:

Children are in receipt of support that is additional to or different from that offered to all pupils, plus a Manchester Common Assessment Framework (MCAF) is in place and referrals have been made to external agencies such as: Educational Psychology; Speech and Language Therapy; Child and Adolescent Mental Health Services (CAMHS); School Nurse; and specialist teachers such as dyslexia specialists.

Education, Health and Care Plans (EHC):

Following the MCAF process and consultation between parents, external agencies and school an application may be submitted to the local authority for an EHC plan. This is a statutory document that sets out provision information for a child from 0-25 years. It is vital that the EHC plans reflect the views, interests and aspirations of children, young people, and their parents. EHC plan reviews take place annually and have a child centred approach, these meetings should include class teachers, parents, any external agencies involved and the local authority.

Statutory Assessment:

Pupils who currently have a statement of special educational needs will continue under the old SEN Code of Practice until the local authority convert these to EHC plans.

Current pupils with statements have annual reviews where a member from the local authority is invited to attend. This is a statutory document that outlines the provision requirements necessary to meet a child's special educational needs.

8. Managing Pupils Needs on the Additional Needs Register

Each class teacher is responsible for completing a provision map which details the specific interventions in place for children causing concern as highlighted in the pupil progress meetings. Where it is felt that pupils meet the criteria for SEND support the SENCO will work in collaboration with class teachers, parents and the Manchester matching provision to need to tool to ensure appropriate actions are taken.

If we feel that we are unable to meet a pupils' needs fully and they have a statement, and in the future an EHC plan, is already in place an interim review is arranged by the SENCO involving parents, the local authority, class teachers and any external agencies contributing to the provision of the pupil. Each member of the meeting has their chance to express what they feel would be a more appropriate provision to meet the pupils' needs. Should this require a new setting the SENCO can facilitate, should parents wish, viewings of alternative settings. The local authority will then review the placement section of the statement/plan.

When it is identified that an MCAF is required in order to bring together all agencies the SENCO arranges the initial team around the child meeting including: parents; the link educational psychologist; the appropriate SALT; the pastoral support manager; and

the school nurse. Actions are decided at the meeting alongside the person responsible for managing the MCAF process.

The MCAF then acts as a referral form to these external agencies. If, after recommendations from professionals have been implemented, children are still experiencing significant difficulties the SENCO will then use the MCAF; pupil's individual tracking information, including provision information; pupils assertive mentoring overview; and the relevant statutory assessment paperwork, required by the LA, to apply for an EHC plan. Please refer to our local offer for more details.

Parents are consulted throughout every process involved in identifying children as needing additional support, whatever this may be. We see parents as the experts on their child and value their input in aiding the school to achieve the best that we can for all pupils. If and when appropriate pupils are invited to attend their review meetings. Pupils are also present at the assertive mentoring conferencing, this allows for pupils to be a part of their own target setting.

9. Supporting Pupils and Families

Manchester's Local Offer

The Local Offer is published as part of the special educational needs and disability (SEND) reforms included in the Government's Children and Families Bill (2013).

The Local Offer will:

- Give you information about education, health and care services
- Give you information about leisure activities and support groups
- Hold all the information in one place
- Be clear, comprehensive and accessible

- Make service provision more responsive to local needs
- Be developed and reviewed with service providers and service users.

More information can be found at:

http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities

Admissions arrangements are:

In accordance with the criteria outlined in the school prospectus; provided that the head teacher and governors believe that the child's Special Educational Needs can be met within the mainstream school.

St James' C of E primary School has been commissioned by Manchester Local Authority to have specialist resourced mainstream provision for up to seven children who have a statement for Autistic Spectrum Disorders (ASD) and/or Specific Language Impairments (SLI). Although the school is responsible for the teaching and learning of these seven children it does not control the admission of places to the provision. These decisions are made by the local authority, which has a multi-agency panel who meet to agree placements in the resourced mainstream provisions in Manchester.

Once allocated a place in the Resourced Provision they become full members of the school. We have a specialist teacher and two specialist teaching assistants to support the staff in school and pupils in the Resourced Provision.

Assessments:

All pupils with SEND are expected to sit the same examinations as the rest of the school. Where necessary reasonable adjustments will be made in collaboration with senior leaders in order for pupils to have the same opportunities to achieve as everyone else. If it is deemed that pupils need breaks in assessments, more time for assessments and/or support for an adult to scribe or read to them this will be provided.

Transition arrangements:

At St James we have very strong links with our local high schools Wright Robinson Sports College and St Peter's RC High School. The children are fully supported in their transition to their new school and they have a wide range of opportunities to visit the school before beginning to attend:

- Regular visits are arranged for children in year 6 to experience education in the high school setting.
- Visits from members of staff at the high schools to speak to the children about what they will experience.
- Taster days organised.
- The SENCO facilitates visits to lots of schools so that parents of children with SEND are fully informed and able to make the right choice for their child.
- Where we recognise that there will be some additional needs for transition into the school we ensure that we have regular contact meetings with the new school and offer support for families and the new school so that the transition process is as successful as possible.
- We offer support for any families who feel that there may be difficulties, upset or trauma involved in the transition process.

For children who are moving to alternative settings/ arriving new to our setting, where possible, Mr. Billington will work with parents, children and other settings to provide a transition booklet. Children with SEND have carefully planned transition arrangements developed with parents, the SENCO and Mr. Billington.

10. Supporting Pupils at School with Medical Conditions

At St James we recognise 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 we will comply with our duties under the Equality Act 2012.

Some pupils may also have SEN and may have a statement or EHC plan, which brings together health and social needs, as well as their special educational provision, and the SEND code of practice (2014) is followed.

If you would like to know more about our school's medicine police please request a copy from the school office.

11. Monitoring and Evaluation of SEND

SEND is monitored as part of the school's monitoring policy this includes, but is not exhaustive of: phase leader monitoring; senior leaders carrying out learning walks; and subject leader monitoring.

Furthermore the SENCO carries out a learning walk of the school with an SEND focus termly. A sample of planning is taken from each phase and a sample of books is also looked at, a sample of children with SEND will also take part in a pupil voice exercise. Parents are invited to express their views at half termly SEND drop ins carried out by the SENCO. Whole school feedback is then provided and areas for development feed

in to the SEND action plan and enable the SENCO drop ins to be structured around these areas.

This approach to evaluation and monitoring promotes an active process of continual review and improvement of provision for all pupils.

12. Training and Resources

- SEND is funded through the notional budget plus any additionality received from the local authority for those children with a statement/EHC plan.
- Training needs of staff are identified through appraisal meetings and pupil progress meetings. These are then planned in as soon as possible. In order to maintain and develop the quality of teaching and provision all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction when 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 SENCO regularly attends the local authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.
- The school has close links with specialist support schools in Manchester, in particular the Birches, Grange School and Bridgelea Pupil Referral Unit.

13. Storing and Managing Information

Documents are stored electronically on a secure server and/or in a secure filing cabinet. This is in line with the school's data protection policy and confidentiality policy.

Any document being shared amongst professionals is only done so with full consent of parents.

14. Reviewing the Policy

The SEND policy is formally reviewed annually by the SENCO in collaboration with: senior leaders; the SEN Governor; class teachers; and parents.

15. Arrangements for considering complaints about the school's SEN provision:

- An open door policy for parents to arrange to see staff, head teacher and/or the SENCO to discuss individual problems.
- Parents are given the opportunity to contact outside agencies where appropriate.
- Feedback to parents on what action has been taken following their complaint.
- All complaints dealt with sympathetically and expediently.

In light of the new reforms and Manchester Local Authority's continued development of SEND in the city this policy is subject to change throughout the year.