

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY 2016-17

VANTAGE ACADEMY TRUST



Signature of Chair _____

*subject to any relevant changes in legislation or other appropriate guidelines

SENCO- Miss E Davies

Contact details- 0161 223 2423 or STJoffice@vantageacademies.co.uk

SEND Governor- Maureen Kennedy

CONTENTS

- Section 1: School's own beliefs and values about SEND
- Section 2: Aims
- Section 3: Identifying Special Educational Needs and Disability
- Section 4: A Graduated Approach to SEND
- Section 5: Criteria for exiting the Sen register/ record
- Section 6: Supporting pupils and families
- Section 7: Supporting pupils at school with medical conditions
- Section 8: Monitoring and evaluating SEND
- Section 9: Training and resources
- Section 10: Roles and responsibilities
- Section 11: Storing and managing information
- Section 12: Reviewing the policy
- Section 13: Accessibility
- Section 14: Dealing with complaints
- Section 15: Bullying

Section 1: School's own beliefs and values around Special Educational Needs and Disabilities

St James CE Primary School is a one form entry multicultural primary school. It is a fully inclusive school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disability (SEND) to ensure that all pupils, regardless of their individual needs achieves their best and becomes a confident individual living a fulfilling life. Every teacher at St James is a teacher of every pupil including those with SEND. We aim to create a curriculum and environment in which all pupils can develop intellectually, physically and emotionally at a pace which is suited to their individual needs.

St James CE Primary School has been commissioned by Manchester Local Authority to have a specialist resourced mainstream provision for up to seven children who have a statement or Education, Health and care plan for Autism Spectrum Disorders (ASD) and/or Specific Language Impairments (SLI).

The SEND policy has been written by the school SENCO and all stakeholders have been consulted about it. This document also reflects the changes made in the new 2014 SEND Code of Practice, 0-25 guidance.

Section 2: Aims

- Raising the aspirations of and expectations for all children with SEND
- A clear focus on outcomes for children and young people and not just hours of provision/support
- Ensuring all children have full access to a broad and balanced curriculum that meets their individual needs
- Developing a good level of independence for all children with SEND
- Ensuring all children with SEND develop so that they may reach their full academic potential

Objectives

- 1) To identify and provide for pupils who have special educational needs and disabilities to ensure they meet their full potential
- 2) To work within the guidance provided in the SEND Code of Practice, 2014
- 3) To provide an experienced Special Educational Needs Co-ordinator who will work within the SEND policy
- 4) To operate a "whole pupil, whole school" approach to the management and provision of support for special educational need and disabilities
- 5) To provide support and advice for all staff working with pupils with special educational needs and disabilities
- 6) To ensure all teachers are aware of the importance of identifying and providing support for, those pupils with SEND
- 7) To develop and maintain effective relationships with parents

- 8) To consult with the local authority and other outside agencies to ensure the needs of all pupils are met
- 9) To ensure that pupils with SEND are offered full access to a broad, balanced and relevant curriculum
- 10) To provide a differentiated curriculum appropriate to the individual's needs and ability
- 11) To assist pupils in becoming effective independent learners
- 12) To monitor the effectiveness of SEND provision

Section 3: Identifying Special Educational Needs

The SEND Code of Practice 2014 states that a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability of he or she:

- has a significantly greater difficulty 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

Special Educational Needs and disabilities can be considered as falling under four broad categories of need:

- 1) Communication and Interaction;
- 2) Cognition and Learning;
- 3) Social, mental and emotional Health;
- 4) Sensory and/or Physical.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification in school is to work out what action the school needs to take to ensure positive outcomes for the pupil rather than to fit a pupil into one of these categories. Pupils often have needs which cut across all areas and their needs may change over time.

St James has a clear approach to identifying the needs of pupils with SEND with the emphasis being on early identification. School assesses each's pupils' current skills and levels on entry to the school, building on information from parents, previous settings and outside agencies, where applicable, to build up a picture of the whole pupil, not just their special educational needs and disability. Class teachers, supported by the senior leadership team, make regular assessments of progress of all pupils via pupil progress meetings. These take place four times a year. If a pupil is making less than expected progress the first response is high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class teacher, working with the SENCO, considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress to identify if a pupil has SEND. This includes using high quality and accurate formative assessment and using effective tools and early assessment materials. For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals using the relevant referral processes. (Appendix A- SEND Flow chart)

There are a number of educational issues that are not labelled as SEND but can impact on progress and attainment. These include:

- 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 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.

SECTION 4: A Graduated Approach to SEN Support

At St James we use the graduated approach to SEND support which follows the assess, plan, do and review cycle to identify and manage pupils with SEND.

Assess

A clear understanding of a child’s needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. Following on from summative assessments, teachers identify which pupils are not making progress to reach their individual targets. Further assessment is then carried out to establish a clear analysis of a pupil’s need. These may include teacher assessments and experiences of the pupil in class, behaviour, attendance, pupil’s own voice, the views and experiences of parents/ carers and the individual’s development in comparison with their peers.

Plan

The first step in responding to a pupil’s identified need is to ensure that high- quality teaching, differentiated for individual pupils, is in place. Additional intervention and support cannot compensate for a lack of good quality teaching. Following assessments the teacher needs to identify what changes or adaptations to quality first teaching, this new understanding means they need to make. Once the specific areas of need and gaps in learning and development have been identified, additional or different intervention targeted at these key areas can be planned and delivered. All interventions are added to the class intervention map.

Do

The class teacher is at the centre of the day to day responsibility for working with all pupils, even where interventions and targeted provision involves group work or one to one teaching away from the class. Teachers work closely with teaching assistants and specialist staff involved to plan and assess the impact of targeted interventions.

Review

At the end of any interventions or targeted provisions the outcomes are fully evaluated. This may be through comparing baseline data with data collected at the initial assessment point, reviewing pupils' progress in relation to the targets set and/or reviewing other factors that may have affected progress. Evaluations include the overall effectiveness of the intervention, identify where more evidence is located and detail what the next steps need to be.

Where pupils have a statement of SEND or an Education, Health and Care Plan (EHCP) the impact of any interventions and progress towards targets in the plan are formally reviewed through a person centred review on an annual basis by everyone involved with the child.

At St James we believe that parents should be kept fully informed about their child's progress. Parents and pupils are invited to attend Parent Conference evenings to discuss the progress made and share individual targets to further improve learning. Parents may request additional information at any time regarding the progress of their child. The school has a designated parental support officer (PSA) who is available via appointments to provide support to parents. The SENCO has regular contact with parents to share information from specialist outside agencies and to collect information to help plan for their child's individual needs.

As part of our approach to learning and teaching for all pupils the teacher and child discuss their progress and attainment through one to one 'Learning Review' meetings. Each pupil is fully involved, at their level of understanding, in setting their own targets for improvement in reading, writing, mathematics and attitude to learning, helping to identify how they can achieve these targets and evaluating their progress toward the previous targets.

In addition to one to one learning review target sheets, children with SEND have a single page profile. This is a way for a pupil with SEND to have a voice, to have their strengths and what is important to them as an individual acknowledged and identify how they can be best supported to achieve their outcomes.

SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

The SEND register is regularly updated and pupils are either added to it or removed from it. If a pupil has made accelerated progress and/ or is achieving age related expectations in all areas of the curriculum and wider curriculum they will be moved to 'monitoring level'. This means that they have not been removed completely but their progress needs monitoring closely to ensure this level is maintained. If this progress does continue over the following two terms they will be removed completely.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

As part of the 2014 SEND Code of Practice all local authorities have to publish a local offer which outlines the provision which is available for children and young people in the local area. Manchester's Local offer can be found using the following link: <https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7>

The school has also produced an SEND information report which outlines the provision available at St James. This can be found on the school website.

The school has developed links with a number of agencies to support its work with pupils with SEND as is appropriate for the needs of the child. Parents are consulted before external agencies are involved. SEND support services may be asked to offer advice on the best way to provide for a pupil's SEND, to carry out assessments on a pupil, to work directly with a pupil or teaching staff or to provide staff training.

Agencies that may have involvement with school include:

- Educational Psychology Service (360 Psychology Limited & One Education)
- Sensory Support Service (Hearing and Visual Impairments)
- Speech and Language Therapy Service (S<)
- Specialist Outreach Support (The Grange- ASD, Rodney House School- Early Years, LOIS- Complex medical needs / physical disabilities /assistive communication technology needs, Bridgelea- Social, Emotional and Mental Health Difficulties and The Birches- Cognition and Learning needs)
- School Health Service (School Nurse)
- Children's Services
- Manchester Information and Advisory Service (previously Parent Partnership)
- Occupational Therapy
- Physiotherapy
- Child Adolescence Mental Health Service (CAMHS)
- Early help agencies

Admission arrangements for pupils with SEND follow the same criteria as any other pupil. A copy of the Admission Policy can be obtained from the school office. You can find more about school admissions and applications from the school website. Although the school is responsible for the teaching and learning of the children in the Resourced Provision 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.

If a pupil has a special educational need and/or disability which makes it difficult for them to fully access exams or other assessments, every opportunity is made for them to do so. This may involve using an additional adult to read questions, to scribe for them or as prompter to keep the pupil focussed. Some pupils may benefit from working in a smaller room away from distractions. Modified scripts are also used where required such as braille and larger print. In some cases additional time is given to complete the test or the test is broken up into smaller more manageable chunks. Formal assessments applications are placed by the assessment co-ordinator and school principal.

Transition times can be a difficult time for any pupil so we try to ensure that they are as smooth as possible. To aid transition in the nursery, teaching staff will visit parents and new pupils in their own home. Pupils also get the opportunity to visit their classroom with their parents before a phased transition in September. Reception pupils have the opportunity to attend transition days and phased transitions to reception are used where required. To aid initial transition to the Resource Provision unit children are invited to visit with their parents. Following this a phased transition to the unit is set up linked to the child's individual needs. To aid transition from year to year pupils have the opportunity to meet their new teacher on 'Move up morning' and parents have the opportunity to meet their child's new teacher at 'Meet the Teacher Evening'. For pupils who will find transition particularly challenging, additional transition and transition booklets can be completed. Close liaison is made with schools if a pupil moves school within the academic year to ensure that all relevant information is fully shared. In year 6 the class teachers and SENCO liaise closely with secondary schools. Additional transition is set up for vulnerable pupils or pupils with high levels of need.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

St James 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 pupils 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 pupils may also have special educational needs and/or disability (SEND) and may have a statement, or 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. In some cases Individual healthcare plans are completed to specify the type and level of support required to meet the pupil's medical needs.

SECTION 8: MONITORING AND EVALUATION OF SEND

St James regularly and carefully monitors and evaluates the quality of provision that we offer to all pupils. This is achieved through regular audits of pupils' books, teachers' planning, pupils' single page profiles and provision detailed in intervention/ provision maps. In addition pupils, parents and staff are given the opportunity to share their views. All teaching staff have regular lesson and/or intervention observations and targets for improvement. Specialist outside agencies provide additional feedback. This monitoring and evaluation is regularly fed back to the governors and via a SEND evaluation report once a year. These evaluations then form the basis of the next SEND action plan. This means that as a school, we are constantly evaluating and monitoring in order to promote an active process of continual review and thus improve the provision that we provide for all pupils.

SECTION 9: TRAINING AND RESOURCES

The school receives a delegated budget each year based on the SEND Audit information collected by the local authority to support children with SEND. Additional funding is provided for pupils with additional needs to ensure they are achieving their full potential. Personnel, resources, equipment and training is allocated through careful consideration of the SEND action plan, whole school priorities for improvement in the School Improvement Plan and monitoring outcomes. We invest part of this budget to purchase support from the Educational Psychology service. Top up funding can be requested from the local authority for children with severe and/ or complex special education needs via an Education, Health and Care Plan (EHCP).

The training needs of all staff are identified as part of the school's robust professional development systems. 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.

The school SENCO regularly attends the local authority SENCO network meetings and training in order to keep up to date with local and national updates in SEND. Additional training is provided by specialist outside agencies who are involved with the school.

SECTION 10: ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for St James as a whole.

'All teachers are teachers of pupils with special educational needs and/ or disabilities.' Class teachers have the responsibility to identify the strengths and needs for the pupils in their class and plan intervention to ensure that all outcomes are achieved. The class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Additional SEND support is provided by teaching assistants and teachers to ensure the child's individual targets are met. This may involve small group work, working one to one with the pupil or preparing additional resources. Any support provided by teaching assistants is planned closely with the class teacher.

The governor with responsibility for SEN is Maureen Kennedy. The SENCO regularly feeds back to the Local Governing Body. The SENCO produces a SEND report which is shared at the Local governing Body meeting.

The Designated Teacher with specific responsibility for Child Protection and Safeguarding are Lisa Harvey (Lead) and Rhian Williams (Deputy).

The member of staff responsible for managing PPG is Rhian Williams.

The designated members of staff responsible for managing LAC is Rhian Williams.

The member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils is Rhian Williams.

The school's Special Educational Needs and Disabilities Co-ordinator (SENCO) is Miss Elaine Davies. The key responsibilities for the SENCO include:

- Overseeing the day to day operation of the SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers and the other members of the SEN team
- Managing, supporting and advising learning support assistants
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of all staff
- Liaising with external outside agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Monitoring and evaluating the SEND provision in school
- Using findings from above to produce an SEND action plan to improve outcomes for children with SEND
- Produce an annual SEND report for governors and feedback to governors termly

SECTION 11: STORING AND MANAGING INFORMATION

All information regarding pupils SEND is confidential and is shared with relevant staff on a need to know basis. Any paperwork about children with SEND is securely stored.

SEND information that is stored on the school server is also confidential and can only be accessed by key members of staff including the SENCO. Some of this information is also password protected.

SECTION 12: REVIEWING THE POLICY

The SEND policy will be reviewed annually by the SENCO along with all stakeholders including the governing body, SLT, teaching staff and parents.

SECTION 13: ACCESSIBILITY

All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural development alongside their academic development. Every effort is made to ensure that all children can fully access the school's curriculum by making the necessary adjustments. These may include using a range of specialist equipment. Close liaison is set up with specialist outside agencies to ensure that all staff are fully aware of the needs of children with physical or sensory impairments and how to reduce any barriers to learning.

To enrich the curriculum the school has many extra-curricular clubs on offer and children attend various trips throughout the year. Every effort is made to ensure that all children fully participate in all aspects of learning, therefore reasonable adjustments and provisions are put in place. These may involve providing additional transport, access to wheelchairs and additional staffing support. Where needed advice and support is accessed from specialist outside agencies or medical staff.

St James has ensured that anybody with a disability has full access to the physical environment by providing the following:

- Wide door access;
- Disabled toilet;
- Handrails;
- Disabled car parking spaces;
- Single level to support wheelchair access;
- Resourced Provision for ASD and SLI.

SECTION 14: DEALING WITH COMPLAINTS

St James has a complaints procedure to ensure that complaints are responded to quickly and effectively as possible. As a school we value the all comments about our school and endeavour to address any concerns at the earliest stage possible. A full copy of the School's Complaints Procedure can be obtained from the school or the school website. The vast majority of complaints can be resolved informally. There are many occasions when the class teacher, office staff, SENCO and senior teachers can resolve any complaints straight away. If parents remain dissatisfied with the outcome, the complaint is then referred to the head teacher or the Chair of Governors, as outlined in the Complaints Procedure.

SECTION 15: BULLYING

St James has a duty of care towards its pupils acting in loco parentis. The overall aim of the anti-bullying policy is to promote a climate in school where bullying and harassment cannot flourish and where all members of the school community especially the young are treated with respect. This is entirely consistent with the school's vision and ethos. The policy aims to be preventative and proactive to enable children to learn and be taught to their full potential, regardless of gender, race, religion, age, ability, appearance or culture.

The school employs several strategies to enable bullying to be uncovered including regular consultation with pupils. These include 1:1 learning review meetings, school-wide promotion of our code of conduct, parental and pupil survey, parental consultations, school council meetings, circle-time activities and pastoral support. In addition children with additional social or emotional needs receive 1 to 1 or small group intervention to help support their needs.

Teachers investigate suspected bullying cases through individual or group interviews. Involving parents early is essential and accurate records of incidents and the school's response to help with proceedings are logged. The incident is then followed up to ensure that it has stopped. Bullying is subject to school sanction just as any undesirable behaviour.

For more information see the school's Anti-bullying policy.

Appendix A- SEND Flowchart