



St John's Church of England Primary School

CURRICULUM POLICY

Special Educational Needs Policy

With reference to 'SEN Code of Practice 2015'

Date Approved:	June 22nd 2016
Headteacher:	Mrs Helen Langeveld
Chair of Governors:	Mrs Julie Griffiths
Review Date:	June 22nd 2019

Love, Respect, Value

St John's is committed to high expectations for all and embracing equality

Church Schools should have a special concern for the whole child - physically, emotionally, socially, morally, intellectually and spiritually – John Cox (Page 109 'More Than Caring and Sharing')

Purpose:

St John's SEN (Special Educational Needs) policy reflects the changes that have taken effect following the introduction of the new SEN Code of Practice.

At St John's the abilities and achievements of all our pupils are valued as unique children of God. The school is committed to providing the best possible learning environment for each pupil.

'Church schools should not just proclaim the Christian understanding of inclusiveness but live it out as communities of inclusion' – John Cox.

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 (SEN Code of Practice 2014)

This policy links closely to the Inclusion Policy and the school Accessibility Plan.

Aims:

- To ensure that all pupils have access to a broad and balanced, engaging and challenging curriculum, including an appropriate skills based curriculum for the Early Years Foundation Stage and the National Curriculum, to enable all pupils to fulfil their potential
- To ensure that pupils with SEN who also have a disability have full access to and make adequate progress through the curriculum
- To provide a differentiated curriculum appropriate to the pupils' needs and abilities
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that pupils with SEN take full part in all school activities
- To ensure that parents of pupils with SEN are kept fully informed of their child's progress and attainment

- To foster genuine communication and a strong partnership between school and parents of a child with SEN, which will lead to the most effective assessment and provision
- To listen to and involve pupils with SEN in the planning of their education
- It is expected that all staff are sensitive to the needs of children with SEN

Special Education Needs Definition

A pupil has SEN 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. (SEN Code of Practice 6.15)

Disability

A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (Section 6, Equality Act 2010).

Barriers to Learning

The Code of Practice describes the possible barriers to learning under four broad areas of need and support:

- communication and interaction – speech and language difficulties and autistic spectrum disorders
- cognition and learning – moderate learning difficulties, specific learning difficulties
- social, emotional and mental health
- sensory and/or physical needs

EAL

Children whose first language is different from that in which they are taught may not have learning difficulties.

At St John's we refer to the Special Needs Code of Practice when carrying out our duties towards all pupils with SEN, and ensure that parents are notified when SEN provision is being made for their child.

Partnership with Parents

At St John's the aim is to develop a strong partnership with parents which will enable children with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. The school considers parents of pupils with SEN as valued partners in the process. Depending on age and appropriateness, pupils with SEN will also be encouraged to participate in the decision making processes affecting them.

The key principles involved in communicating with and working in partnership with parents include:

- having positive attitudes towards parents, respecting the validity of differing perspectives
- providing user-friendly information and procedures, and being aware of the needs parents might have in respect of a disability or communication and linguistic barriers
- recognising the pressures a parent may be under because of a child's needs
- acknowledging the importance of parental knowledge and expertise in relation to their own child
- gaining parental permission before referring them to others for support
- offering access to Parent Partnership information via the Herts Direct Additional Needs Database (HAND)

Pupil Participation

At St John's the school ethos encourages and supports pupil participation, recognising:

- the importance of ensuring access for all pupils to all the activities within the whole life of the school
- the role of school council and the use of pastoral support systems
- the need for training and encouraging pupils to take part in their education
- the need for a genuine commitment and wish to make pupil participation work

- the need to make special arrangements to help those pupils with specific needs, e.g. hearing impairment, communication difficulties
- the role of the pupil in setting, monitoring progress and reviewing targets for his/her IEP or Provision Map Targets

Special Educational Needs Coordinator - SENCo

The SENCo is responsible for:

- the day to day operation of the school's SEN policy
- coordinating provision for children with SEN
- assessment of progress and monitoring the impact of strategies for children with SEN
- updating the Provision Map and interventions table termly
- monitoring Provision Map targets
- liaising with and advising fellow teachers, learning support assistants and teaching assistants
- overseeing the records of all pupils with SEN
- liaising with parents of children with SEN
- contributing to the in service training of staff
- liaising with external agencies. This may include buying into the Local Authority's (LA) support and educational psychology services, a base for Specific Learning Difficulties, advisory teachers, health and social services and voluntary bodies
- reviewing the SEN policy in consultation with the Senior Management Team, staff and Governing Body
- liaising with the Governor with responsibility for SEN
- the SEN budget and the ordering and maintenance of resources
- attending meetings and courses on SEN matters

The SENCo, Mrs Anna Pyatt has a 0.4 contract, which includes 0.1 PPA cover.

The SEN register is kept up to date on the MIS. Teachers should consult with the SENCo about any changes and take dual responsibility for updating the MIS. The office returns SEN details termly to the DfE through the Census.

Admissions and Inclusion

Staff at St John's are committed to inclusion. As stated in The SEN Code of Practice, the Trust:

- must consider applications from parents of children who have SEN but do not have an Education, Health and Care Plan (EHC), on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan

The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.

St John's is an educationally inclusive school, in which the teaching and learning, achievements, attitudes and wellbeing of every pupil matter.

Inclusion refers not only to SEN but to the inclusion of different groups of children:

- pupils with English as a second language
- pupils from low income families
- highly skilled pupils
- ethnic minority pupils
- pupils who suffer from illnesses that may affect their access to the curriculum

Allocation of Resources

The Headteacher and the Governing Body ensure that the budget is allocated to support appropriate provision for all pupils requiring it, and to meet the objectives set out in this policy.

Exceptional needs funding may be provided by the LA to meet needs that do not regularly occur in schools. This additional funding is applied for through the local SEN Cluster.

Additional Funding – If the LA has commissioned the pupils place in the mainstream free school it will receive additional funding. The school is expected to fund the first £6,000 of additional educational costs from its own budget.

Identification Assessment and Provision

At St John's early identification of a child with special needs is the aim, encouraging dialogue between parents, pupil, class teacher and the SENCo. When the class teacher identifies a pupil as having a difficulty, they will liaise with the parents and the SENCo. Class teachers are responsible for initial assessment of the pupil within the framework of the National Curriculum. If necessary, further assessment of the pupil will be carried out by the SENCo and the child will be referred to outside agencies, as appropriate. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEN provision.

Early identification

Pupil progress is established through:

- evidence obtained by teacher observation/assessment
- information from parents
- pupil progress in relation to objectives in the Early Years Foundation Stage and Primary Framework
- their performance in National Curriculum judged against Age Related descriptions
- standardised screening or assessment tools

SEN Provision

The main methods of provision, detailed in the school's Provision Map, are:

- Wave 1 provision: full-time education in classes, with additional help and support by class teacher and or TA/LSA through a differentiated curriculum
- Wave 2 provision: one-to-one or group support in the classroom from a teaching assistant. This could involve a reduced or individualised curriculum
- Wave 3 provision: periods of withdrawal to work one-to-one with a support teacher, learning support assistant or teaching assistant as a result of recommendations received from outside agencies, in or out of the classroom

Teachers are 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 (Code of Practice 2014, 6.36).

Monitoring Pupil Progress

Pupils' progress is monitored through:

- continuous observations and assessment
- parental contributions
- reviewing strategies currently used as a basis for planning
- evaluating the provision of additional or different actions made to support the child

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
- 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 or personal skills
- shows improvements in the pupil's behaviour

Teaching and Learning

Effective opportunities are provided for pupils with SEN. In planning and teaching the Early Years Foundation Stage and National Curriculum teachers have responsibility for:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- using performance data to support judgement of the progress of pupils with SEN
- using effective target setting for pupils with SEN, including P scales (below Year 1 ARE of the National Curriculum) where appropriate, from Year 1 onwards

The Graduated Response

The Code of Practice advocates a graduated response to meeting pupils' needs. This response is based on two principles:

- provision for a child with SEN should match the nature of their needs
- there should be regular recording of a child's SEN, the action taken and the outcomes

School Awareness

At St John's the classification of 'school aware' registers an initial concern about a child. At this stage the child's needs are met by the class teacher through a differentiated curriculum. At the review stage, if the difficulties have not been fully addressed, then further action is taken, using Wave 2 interventions (Provision Map Targets).

Wave 2

Interventions are different from or additional to the normal differentiated curriculum. The introduction of a Provision Map can be triggered through concern that, despite receiving differentiated teaching, a pupil:

- makes little or no progress despite targeted support
- shows signs of difficulty in literacy or maths
- shows persistent emotional or behavioural difficulties not addressed by usual behaviour management strategies
- has significant sensory or physical problems
- shows communication or interaction difficulties

At this point

- the class teacher seeks assistance from the SENCo
- information is collected, including information from health or social services professionals (with parental agreement)
- the SENCo takes the lead in further assessment
- the class teacher provides interventions additional to or different from the differentiated curriculum
- strategies to support pupil progress will be recorded on a Provision Map Target Sheet

The Provision Map Target Sheet:

- details personal provision for the individual
- is based on the pupil's strengths and successes
- focuses on two or three individual SMART targets
- is discussed with pupils and parents
- is reviewed termly or as necessary
- should be shared with all staff working with the pupil

Reviewing Provision Map Targets

Provision Map Targets will be reviewed termly. Parents and pupils, where possible, will be involved in the review.

Teachers should consider:

- the progress made by the pupil
- the parents' views
- the pupil's views
- the effectiveness of the targets that have been set
- whether targets set have been met
- any updated information and advice

Wave 3

Wave 3 is characterised by a sustained level of support and, where appropriate, the involvement of external agencies. Placement of a pupil at this level will be made by the class teacher and SENCo after consultation with parents and can be triggered by the following factors:

- little or no progress
- attainment at substantially below age-related expectations
- difficulty developing literacy or maths skills
- emotional or behavioural difficulties that often substantially impede the pupil's learning or that of the group
- sensory or physical needs requiring additional equipment or advice/visits from an external specialist
- ongoing communication or interactive difficulties that impede the development of social relationships

At Wave 3

- the school seeks the advice of external support services
- staff consider a range of teaching approaches/equipment/materials including ICT
- records should be kept of advice sought and support provided pending advice
- a provision map (wave 3) should be implemented as far as possible within the normal classroom setting

The Provision Map

- records that which is additional to or different from a differentiated curriculum
- is based on the pupil's strengths and successes
- details teaching strategies and provision made
- focuses on two or three individual SMART (specific, measurable, achievable, realistic, timed)

Targets

- is discussed with pupils and parents
- is reviewed termly or as necessary
- should be shared with all staff working with the pupil

The external agencies will:

- often see the child and/or advise on new Provision Map targets
- provide more specialist assessments (with parental agreement)
- give advice on specialist equipment/strategies/resources

Education Health and Care Plans

An Education, Health and Care Plan (EHC) is a legal document, which sets out details of the special needs that a child is considered to have. In addition the EHC also outlines the special educational provision that a child will receive to meet his/her needs from birth to age 25. Existing Statements will be converted to EHCs at the time of review following a timetabled rolling programme issued by the LA.

Reviews of Existing Statements/EHCs

Existing Statement Review Meetings occur annually inviting:

- the child's parents
- the child if appropriate
- the class teacher
- the SENCo
- a representative of the LA
- any outside agencies involved with the child
- any other person the Headteacher considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to the Provision Map Targets
- review the provision made for the pupil in the context of the Early Years Foundation Stage and National Curriculum and levels of attainment in basic literacy/maths and life skills
- consider the appropriateness of the existing EHC (or Statement) in relation to the pupil's performance during the year, and decide whether to cease, continue or amend it
- set new targets for the coming year

A report of the annual review is sent with any supporting documentation, to the LA. The LA decides whether to maintain, amend or cease an EHC or Statement of SEN.

Evaluating and Monitoring Progress

The success of the policy is monitored by reference to:

- parental feedback (report response slips, Provision Map Targets and questionnaires)
- success in achieving targets set in Provision Map Targets
- evidence of attainment
- monitoring of classroom practice by subject coordinators
- analysis of test results for individual groups and cohorts
- using value added data
- monitoring of procedures and practice by SEN Governor

- termly update of Provision Map and interventions table
- School Self Evaluation

Transition

Year 6 - All pupils are supported throughout the transition process. Additional support is available for children with SEN, e.g. liaison with secondary school SENCos/teacher visits etc

Pre-school to Reception - The Reception teacher/Headteacher will visit nurseries and have professional dialogue with the current practitioners. If possible they will also make contact with any external agencies involved with the child. Nursery records and SEN documentation will be passed to the school's SENCo.

Transfer Information

In keeping with statutory requirements Common Transfer details are forwarded to receiving schools within ten days. Liaison occurs with the receiving schools.

The SENCo works closely with secondary school colleagues to streamline the transition process.

Complaints Procedure

Complaints are dealt with in line with school procedure. The Code of Practice outlines additional measures the Trust must set up for preventing and resolving disagreements.

Links with Outside Agencies

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for pupils with SEN.

When it is considered necessary, colleagues from the following support services will be involved with pupils with SEN:

- educational psychologists
- Specific Learning Difficulties (SpLD) advisory teacher
- speech and language therapists
- behaviour support teacher
- other specialist advisory teachers
- the AIO (Attendance Improvement Officer)
- Social Services
- Children, Schools and Families Service
- MAST (Multi Agency Support Team)
- ESTMA (Educational Support Team for Medical Absence)

When parents wish an outside agency to be involved with their child on a private or fee paying basis, contact should be made with either the SENCo or the Headteacher in the first instance before any sessions are agreed.

Duties of the Governing Body

Free School governing bodies have important statutory duties towards pupils with SEN.

These include:

- The governing body should, with the head teacher, decide the school's general policy and approach to meeting pupils' SEN for those with and without EHCPs.
- They must set up appropriate staffing and funding arrangements and oversee the school's work.
- Governors must conduct the school with a view to promoting high standards. These high standards relate to all pupils in the school including those with SEN.
- Through the performance management the governors should secure that objectives are set for the head teacher. These should include objectives that relate to priorities in the school development plan and should include SEN.

Roles of the Governing Body

The Free School governing body must:

- do its best to ensure that the necessary provision is made for any pupil who has SEN

- ensure that, where the ‘responsible person’ – the head teacher or the appropriate governor – has been informed by the LA that a pupil has SEN, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEN
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area
- ensure that a pupil with SEN joins in the activities of the school together with pupils who do not have SEN; so far as is reasonably practical and compatible for all pupils concerned and with respect to available resources
- report to parents on the implementation of the school’s policy for pupils with SEN
- have regard to this Code of Practice when carrying out its duties toward all pupils with SEN
- ensure that parents are notified of a decision by the school that SEN provision is being made for their pupil.

Admissions

Free schools must admit a child where the school is named on the child’s statement/EHCP. Free schools cannot refuse to admit a child because he/she has a SEN.

Monitoring and evaluation:

The implementation of the policy will be kept under review and discussed with the SENCo, the Headteacher and the representative of the Governing Body. The policy will be reviewed and updated on a yearly basis. The outcomes of this review are used to inform aspects of the School Development Plan.

Review Date: Autumn 2017

Signed and date	The policy document must be signed and dated by the head teacher and chair of governing body. A review date should also be stated.
-----------------	--

Appendix 1

- Legislation: Education Act 1996: section 403.
Academies Act 2010: Section 1(8)
Education (Special Educational Needs) (Information)
(England) Regulations 1999
Education Act (2005) Section 5
Funding Agreement
- Website: www.legislation.gov.uk/ukpga/2010/32/section/1

www.legislation.gov.uk/uksi/1999/2506/contents/made

www.ofsted.gov.uk

www.media.education.gov.uk/assets/files/pdf/equality%20act%20guidance%20february%202013.pdf

www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200581%202001
- Other guidance: Social Exclusions Report on Teenage Pregnancy
Social Inclusion: Pupil Support Circular 10/99