



St Peter's C of E Primary School

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Special Educational Needs & Disability Policy

**Special Educational Needs and Disability Policy
2016**



(Next Review: Autumn 2018)

Mission Statement - Ethos and Values

Our values are informed by the values central to Christianity.

We are ambitious- we want each member of the school to discover and realize their true potential in a Christian environment.

Aims:-

We want to be:-

- A school where teaching challenges, excites and inspires
- A community to which children, parents, staff and governors feel they belong.
- A school which builds confidence, commitment and respect for each other
- A school which worships, prays and celebrates the love of God wherever it is found.
- A school which has a culturally diverse community and values this diversity

S.E.N. Values:

St. Peter's believe the provision for children with Special Educational Needs or Disability (SEND) is the responsibility of the whole school. We believe that we are all teachers of children with SEND. A child with SEND has a right to have their needs met and have full access to the Foundation Stage or National Curriculum. In partnership with parents we aim to maximise the potential of every child within our school and raise their self-esteem.

Our SEND policy is in line with our school statements on Inclusion and Equal Opportunities and the Every Child Matters document.

Our Equal Opportunities statement clearly states that within our school community we aim to create an environment where EVERYONE has the right to feel safe, cared for and supported.

We aim to include all our pupils despite the severity of their SEND as much as we can **as long as it is not incompatible with the efficient education of the majority of the children we teach**. We recognise the impact inclusion has on determining positive attitudes within our community and are fully aware of the social benefits of including all children.

St. Peter's Primary School does not base criteria for admission on the grounds of ability.

St. Peter's Primary School is a two storey building and has ramps in some entrances to the school. The school also has an accessible toilet for wheelchair users. The Nursery is a one storey building with an accessible toilet and shower room.

Please note that all appendices referred to in this policy are kept in the SEN co-ordinators file.

Aims of SEND at St Peter's:

We aim to:

- Be committed to the early identification of children with SEND in accordance with the school's procedures for assessment.

- Offer a differentiated curriculum, using the Foundation Stage Curriculum in the early years, and the National Curriculum at KS1 and KS2, as starting points. The purpose of differentiation is to maximise motivation, progress and achievement for each pupil. Differentiation is the process of matching learning targets, activities, resources and learning support to the individual learner's needs. Differentiation may also include taking account of the pupil's different learning style e.g. being taught within a smaller grouping.
- Ensure the appropriate support of the highest quality is given to all pupils with SEND, at all stages, both internally and externally within the available resources.
- Work in partnership with all those involved in the child's learning including the children, parents, support assistants, teachers, governors and external agencies.
- Ensure that all staff receives the appropriate training in order to meet children's special needs effectively, within the available resources.
- Encourage all members of the school community to adopt positive attitudes to everyone including those with SEN, and to value their contribution to the life of the school. All staff is involved in the development of the SEN policy and issued with a policy document.
- Give all pupils with SEND access to the full curriculum.
- Work in partnership with our parents/carers and children to do everything that we can to ensure all children are included in all areas of school life including school trips and outings.
 - Work in partnership with parents and outside agencies to ensure that children receive the appropriate provision and support to ensure that maximum inclusion.

In order to fulfil our aims we rely upon the Local Authority to provide us with the support and resources necessary to facilitate SEND provision. We note that funds are delegated to the school to provide for the majority of children with SEND.

What is Special Educational Needs and/or Disability (SEND) or Learning Difficulty (LD)?

Four areas of learning:

- **Communication & Interaction**
- **Cognition & Learning**
- **Social, Emotional & Mental Health**
- **Physical & Sensory**

A child has special educational needs if he or she has some type of difficulty/difficulties, which calls for special educational needs provision to be made for him or her in order to access part, or the entire curriculum. Children with special educational needs are not viewed as *different* from other children but as part of a continuum of need. The difficulties children experience may be the result of a variety of reasons and vary in degrees. Some children will have special educational needs for a relatively short time, whilst others may experience difficulties long term or throughout their lifetime.

Code of practice Definition:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: 16 • has a significantly greater difficulty in learning than the majority of others of the same age, or • has a disability which prevents or hinders him or her from making use of facilities of a kind

generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

What is a learning difficulty (LD)?

A child has a learning difficulty if he or she has significantly greater difficulty in learning than the majority of children the same age. The child's level of academic attainment will be significantly below that of their peers. The Early Learning Goals or the National Curriculum attainment levels are a useful measure. In most cases, they will have difficulty communicating or interacting, understanding concepts, acquiring basic numeracy and literacy skills.

What is a specific learning difficulty (SpLD)?

Some children have a specific learning difficulty, which means that they may have a particular difficulty with reading, writing, spelling or manipulating number which are not typical of their general level of performance. They may gain some skills in some subjects quickly and demonstrate a high level of ability orally, yet may encounter sustained difficulty in gaining literacy or numeracy skills, e.g. Dyslexia, Dyscalculia, Development Coordination Disorder (Dyspraxia).

What is Social, emotional and mental health difficulties?

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

What is a physical difficulty (PD)?

A child's physical disability may be the result of an injury, which might have short term or long-term consequences, or may arise from a congenital condition. Such difficulties may, without action by the school, limit the children's access to the full curriculum.

What is a sensory difficulty (SD)?

Some children suffer from a degree of sensory impairment, which may affect their ability to learn. This could be a hearing, visual or speech difficulty.

Medical conditions

Some medical conditions may, if appropriate action is not taken, have significant impact on the child's academic attainment and/or may give rise to emotional and behavioural difficulties. It is important for us to engage in an open discussion with the child's parents/carers and the relevant outside agencies to ensure that the child achieves maximum progress and to prevent the child being unnecessarily excluded from any part of the curriculum or school activity.

The roles and responsibility of our Governing Body

Our governing body:

- Ensures that we have a comprehensive SEND policy, which is reviewed and reported on regularly.
- Reports annually to parents on the implementation of the school's policy for children with SEND.
- Recognises its responsibilities for identifying, assessing and making appropriate provision for the wide range of children whom are considered to have SEND.

- Ensures that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND.
- Ensures that children with SEND join in the activities of the school together with pupils who do not have SEND, so far as it is reasonably practical and compatible with the efficient education for pupils with whom they are educated and the efficient use of resources.
- Consults with the Local Authority and other bodies relating to SEND provision where this is desirable. They recognise their duty in ensuring that the necessary provision is made for any pupil who has SEND.
- Aims to promote high standards for all pupils in the school, including those with SEND.
- Has identified the Head teacher as the “responsible person”, a governor with specific responsibility for the oversight of SEND provision in the school. The Head teacher has identified a SENCO as responsible co-ordinating SEND provision throughout the school.
- Has identified a SEN Governor.

Parent/Carer Involvement and Responsibility

At St. Peter's parents/carers are encouraged to be involved in the life of the school, and we seek to develop an active partnership. The relationship between the school and the parents/carers is of the utmost importance. We recognise that the quality of this partnership has a direct influence on the progress children make. The school seeks to ensure parents have access to information on its SEND policy and procedures, information about their child's progress and provision, and are aware of the support available within the school, in the L.A, locally and nationally. Parent/Carers views about their children's progress are sought and recorded on the SEND progress sheet (appendix 1) on a termly basis at the parent-teacher meetings or at an SEND review. Parents/Carers are welcome to discuss their child's progress with their child's class teacher, SENCO or Head teacher at a mutually agreeable time. Parents/carers are consulted and informed and no decision or action is taken without parental consent.

In our efforts to ensure children make maximum progress we expect our parents/carers to attend appointments and meetings held within the school, and also with external agencies. Parents have a commitment to play an active role in their child's education e.g. helping with targets, reading with their child at home and general homework.

Child Involvement

All children within our school are encouraged to be involved in the life of the school. We are committed to raising the self-esteem and confidence of all the children we teach and recognise the importance of decision making in this process. We create an atmosphere where children are encouraged to voice opinions, listen to others and to challenge in a positive way. Within our school environment children are encouraged to develop independence and autonomy. All children are also encouraged to be self-evaluative and are involved in the target setting process. Children with LDD/SEN are involved in their own termly review and where appropriate in identifying new targets. The views of children with SEND are sought and recorded on the termly progress report (appendix 1). Individual Targets are made as explicit as possible to the children themselves. This way the children are more likely to be motivated and targets achieved.

If an assessment is required from an outside agency children are informed (if appropriate) in advance and the purpose of intervention is explained.

Outside Agencies

The school recognises the importance of working closely with a full range of support services, external agencies and other professionals. Before making any referral to an outside agency, the SENCO informs the Head teacher. Priorities and any financial implications will be discussed and agreed.

The school works in partnership with a range of outside agencies including:

- Educational Psychology Service
- Speech and Language Therapist
- School Nursing Service
- Physiotherapy Service
- Occupational Therapy Service
- The Bloomfield Learning Centre
- Summer House PRU (Pupil Referral Unit)
- CAMHS
- Autism Support Service
- Early Help Services and/or Social Services
- Visual Impairment Service

A list of current contacts at these agencies is kept on an SEND Contacts Sheet and is maintained by the SEND Administration Officer.

The Code of Practice

Assessment, Identification, Provision, Monitoring (Do) and Review

The school has adopted a “graduated response” to SEND in line with the Code of Practice (2014). We view SEN as a continuum in which we encompass many strategies. This is done through the CoP cycle;

Assess

Do

Review

The new Code of Practice identifies two stages of SEN:

SEN Support

Education Health Care Plans

The School's Curriculum and Assessment Policy

The school uses a range of assessment techniques which contribute to the early identification of children with SEN including for example the Foundation Stage Profile, termly tracking on Target Tracker for reading writing and mathematics, pupil progress meetings and observation.

The class teachers also have an important role to play in the initial identification and assessment of children with SEN. Whatever the special need, the class teacher is a key figure in the intervention and assessment. Before SEN Support stage is reached the class teacher uses the school's curriculum, planning and assessment policy and record keeping systems to monitor children's progress. The class teacher may have concerns about a particular child who may be experiencing difficulties engaging with areas of the curriculum. Activities are required to be differentiated. Class teachers record such concerns on the Teacher Awareness sheet. (appendix 2)

1. SEN Support

Children may need to move on to SEN support when there is still slow/little progress being made, even though differentiation and provision of appropriate resources have been provided, or there continues to be poor attainment, particularly in Literacy and Numeracy. Also where there are persistent emotional or behavioural difficulties despite following the school behaviour support

policy. This means that children require additional support beyond which differentiation offers. At this stage the class teacher/SENCO will discuss children's progress with parents and a parental interview form will be completed (appendix 4). The SEN process should be explained and discussed with parents/carers. Parents/carers are given a SEN parental guide published by the D ofE in a variety of languages (appendix 5). The child is placed on the SEN register and included on the school provision map. Targets are set by the class teacher, child, in consultation with the parent/carer. At this stage the targets are the responsibility of the class teacher. Children who receive additional targeted interventions) may be viewed as being at the *SEN Support* stage.

2. SEN Support

A child may require intervention:

- When she or he continues to make little or no progress over a long period of time. They are assessed as being significantly below their peers in terms of Early Learning Goals or the National Curriculum Standard. Usually this is apparent in areas of Literacy or Mathematics.
- Due to continuous emotional or behavioural difficulties, despite having an individualised Behaviour Management Programme their behaviour substantially and regularly interferes with the child's own learning and that of the class.
- When a child requires specialist equipment from an outside agency for their physical/sensory needs.
- When a child experiences on going communication/interaction difficulties, which provide barriers to learning, they may require speech and language therapy (SaLT).

The SENCO plays a key role at this stage of SEN support. Alongside the class teacher and always in consultation with the parents/carers, advice, assessment or support is sought from an external specialist and an individual timetable and targets are put in place. The Literacy and Maths Leaders within school may also become involved in considering a range of different teaching approaches and resources, which may benefit the child's learning. The delivery of the targets and timetable remains the class teacher's responsibility.

3. Statutory Assessment

Very few children receive a statement of SEN (and/or disability). A child may need a statutory assessment if they continue to demonstrate serious cause for concern despite a strategy or programme being implemented over a reasonable period of time without success, and alternatives have already been tried. The school currently uses the L.A's "Indicative Criteria" (appendix 3) to assess whether or not a child would qualify for a statutory assessment of their SEN.

The L.A SEN panel make decisions following referrals.

The SENCO will send this information to SEN panel together with a detailed application called an SA1 form (Appendix 4). The school, in full consultation with the parents/carers, can request a statutory assessment. Parents/carers also have the right to request a statutory assessment. Some children may begin school with a statement of SEN which has been issued due to a Health Notification or by an Early Years establishment.

Although the school adopts a *graduated response* in identifying and assessing children with SEN, occasionally it may be necessary for some children to receive *school action plus* intervention immediately. This is sometimes necessary for new/casual admissions or if a child's circumstances change, which affects their ability to engage with the curriculum or behave in a way they wouldn't usually.

Provision

The school has adopted a Provision Map to outline provision in each year group in 2 tiers depicting the increased level of need and response. Interventions are recorded along with participating children, objectives and frequency of delivery. Provision is reviewed and updated termly following an analysis of pupil progress.

The Review Process

- All children with SEND are reviewed termly by their Class teachers in liaison with the SENCO.
- The targets set are SMART targets, which most children may be able to achieve over a period of one term. Children with Education Health Care Plans (EHC Plans) are set targets, which relate closely to the objectives on their EHC Plan and the annual targets set at the annual review. The purpose of an individual provision map/timetable and targets is to provide children with the intervention and support necessary for them to engage with area/s of the curriculum which has been identified by the class teacher and SENCO as the priority/difficulty. The long-term aim is to break down the child's particular barrier/s to learning. For many children this may mean that they eventually no longer need support and are able to engage with the curriculum independently. For others it may mean that they require less support. For some it may mean increased independence with continued support, and some barriers of learning being broken.
- For children with a range of outside agency involvement reviews are carried out at least annually with views of agencies and parents discussed.
- Children with EHC Plans also have a statutory annual review (Appendix 5). The SENCO follows the Code of Practice and L.A guidelines. (See appendix 5). The L.A is informed of annual review dates, and the minutes of the annual review are recorded on an AR1 form and sent to the L.A's Assessment and Placement Officer. Secondary transfers for statemented children are considered in their Year 5 annual review.

Role of class teachers in the review process

Class teachers gather all assessment evidence and views of progress prior to reviewing pupils with the SENCO. This is done in liaison with all staff working with the child. The class teacher may be present at an annual review.

Role of the parents in the review process

Parents/carers are always kept well informed about their child's progress towards meeting targets identified. They are also encouraged to support their child with the targets at home. Some parents/carers are invited to attend the SEN review meeting where there is a particular concern. Parents/carers are welcomed to contribute towards the targets set and provision required at school and/or at home. Parents/ carers are invited to make a written or verbal contribution to the progress information. Parents/carers are invited to be present at a child's annual review if they have an EHC Plan.

Role of the SENCO in the review process

The SENCO organises and leads the SEN review. The SENCO invites parents/carers', staff and outside agencies when appropriate. The SENCO takes a greater role in organising and providing support for children at SEN Support (high level needs) and above. The SENCO ensures actions are carried out and targets and provision arrangements are updated.

Role of the children in the review process

Children are invited to submit their view of progress verbally/pictorially in writing or video format.

Role of the TAs in the review process

TAs discuss provision, progress and attainment with Class Teachers or the SENCO prior to or during a review.

Allocation of Resources

In school we currently have a wealth of support:

- TAs trained to deliver Catch Up Numeracy & Catch Up Literacy
- All staff trained on Precision teaching
- Trained TAs to deliver phonics intervention (Letters & Sounds)
- Teaching Assistants
- x3 Psychotherapists to deliver 1:1 counselling through play therapy
- Speech & Language Therapist
- Reading volunteers
- Visual Impairment Support (external)
- Autism Support (external)
- Educational Psychologist (external)
- Dyslexia Support (external)

Resources are allocated according to the needs of individual children within the budget and staffing limits of the school. They are allocated by the governing body for support at *SEN Support* or for *children with Education Health Care plans*, although it may be necessary to prioritise support at these stages using agreed criteria. The purpose of agreed criteria by which such decisions are made is to try to ensure that the school's approach is fair and consistent. Because the school operates in a climate of finite resources, it is sometimes necessary to make decisions about resource allocation based on priority. The Head teacher and SENCO propose to make decisions about resources allocation on the following basis:

- Children who behave in such a way that it has an adverse effect on the learning of the whole class will be considered a priority. Evidence from the class teacher, support staff, the SENCO and the Head teacher will normally be required.
- Children whose educational needs are such that the child takes a considerably disproportionate amount of the teacher's time will be considered a priority. Evidence from the class teacher, support staff, SENCO and the Head teacher will normally be required.
- Children who have been identified at *SEN Support* and have not received appropriate support (e.g. casual admissions) and their review has identified a concern, e.g. targets set have not been met, will be considered a priority.
- Consideration will also be given to whether the targets and provision can be carried out effectively by the class teacher or whether it requires more specialist support, which may not be practical in the classroom because of a lack of specialist training or resources.
- Consideration will be given to whether a child is beginning to fail or have difficulties in school because of poor attendance or lateness.
- When the school has identified appropriate provision, which requires parental support and involvement, the willingness of parents to support the school will be taken into consideration.

The Head teacher and SENCO manage SEN staffing on a day to day basis. All support staff are carefully timetabled. The SENCO keeps a record of the personnel. The support children receive is clearly recorded on the school's provision map.

Where possible, children with SEN are supported within the learning areas. In order to carry out individual targets and provision effectively children may be withdrawn from the classroom either individually or in small groups for a short period of time each day e.g. SaLT therapy, specific targets on an individualised timetable that cannot be met in class, programme, to work with the Counsellor or an Outside Agency. They may also be withdrawn for a short time to limit the distractive influence of a busy classroom, especially if they have limited concentration skills.

In particular circumstances a child's access to the curriculum depends on their L.S.A. If their L.S.A is absent, the school will take steps to ensure that a suitable person supports the child if the absence is long term.

The L.A sometimes operates an annual moderation process in which it selects a sample of schools to moderate, based on specific criteria. This involves looking in detail at a random selection of *school action* or *school action plus* SEN records. The L.A decides how much SEN funding the school will receive based on the number of children at the *school action plus* stage.

The funding for children with Education Health Care Plans (EHC Plans) is the responsibility of the L.A.

If the school had a pupil on role with a physical disability, which meant s/he could not climb stairs for example, the leadership team would consider whether the year groups would need to be changed to accommodate this (ie a Y3 class would be relocated to the ground floor and the Y1 or Y2 class would be moved to the first floor etc).

The governing body in consultation with the Head teacher also devolves funding to a SEND resource budget. This funding is used by the SENCO to purchase a variety of SEN resources for the school e.g. games, programmes, and equipment.

Staff Development

The school recognises that supporting children with SEN involves the acquisition of specialist skills, which need to be developed through appropriate training and staff development. The SENCO is responsible for the provision of INSET for teachers and for support staff. The school recognises the training needs of the SENCO and the governing body. The SENCO has received the appropriate qualification from the TDA and the Institute of Education

Administrative Procedures for Special Educational Needs

The school currently employs an SEN administrator for (5 hours per week) to assist the SENCO with the administrative demands of the role.

Clear and comprehensive records are kept for all children with SEN/D.
These include (where relevant):

- An SEN profile and data base
- All correspondence to or from parents
- All correspondence to or from outside agencies
- Provision Maps
- education health Care Plans
- Annual Review documents
- Reports

All records are kept in a secure office.

Records are also computerised. An SEN database stores personal details for each child.

Records are kept of visits by outside agencies. All relevant documents then received i.e. programmes of work or advice, are then forwarded to the relevant class teacher and TAs. Assessments and reports are also sent to parents.

All class teachers are provided with an SEN file. Each file includes (where appropriate) a class SEN profile, provision maps, relevant reports, SALT programmes, a medical register, and other documents. Support staff have access to this file also to inform their support teaching.

All staff are aware that the records and information they are required to have is strictly confidential and should only be discussed with relevant bodies within the school or outside agency.

A variety of assessment material and SEN information is kept centrally by the SENCO.

Where class teachers believe that new/casual admissions may have SEN, the SENCO or class teacher will consult both the parents/carers and the child's previous school. The respective SENCO will request that the SEN records are sent from the previous school.

For children who leave our school, their SEN records will be sent to the new school in a confidential pack.

Policy Evaluation and Success Criteria

Evaluation of the SEN policy should indicate both the extent to which the school has been successful in meeting the needs of children with SEN in the school as well as the success of managing children with SEN. The quality of the support at each stage is crucial if children's needs are to be met.

Criteria by which the success of the SEN policy can be measured is specific, measurable, attainable, relevant and time-constrained. The success of the policy is moderated at least annually by the Head teacher, Governors and L.A. The SDP, monitoring, the SEN Report to Governors and the moderation process are ways in which the policy is evaluated.

Complaints

When a complaint is made about SEND provision in the school, in the first instance, it is reported to the 'responsible person' identified by the governing body. Complaints should be put in writing and will receive a written response within a reasonable time. Where this response is not acceptable, the complaints panel of the governing body will hear the complaint. The L.A also has clearly laid down procedures for complaints explained in the leaflet 'Education – How to Complain'. Copies are available from the Head Teacher. The school follows the SDBE Complaints Procedure.

Glossary of Abbreviations

Throughout this policy a number of abbreviations have been used. Therefore we have included a glossary of the abbreviations for your convenience.

- **ADHD** Attention Deficit Hyperactivity Disorder
- **COP** Code of Practice
- **EBD** Emotional and Behavioural Difficulties
- **EP** Educational Psychologist
- **KS2** Key stage 2
- **KS1** Key stage 1
- **LA Local** Authority
- **LD** Learning Difficulties
- **LM** Learning Mentor
- **MLD** Mild Learning Difficulties
- **NC** National Curriculum
- **OT** Occupational Therapist
- **PD** Physical Difficulties
- **PT** Physio- therapist
- **SDP** School Development Plan
- **SEND** Special Educational Needs &/or Disability
- **SENCO** Special Educational Need Co-ordinator
- **SD** Sensory Difficulties
- **SLD** Severe Learning Difficulties
- **SLT** Speech and Language Therapy Speech and Language Therapist
- **SMART** small, manageable, achievable, relevant targets
- **SN** School Nurse
- **SPLD** Specific Learning Difficulties

- **TA** Teaching Assistant

The Legislative Context

This policy was written in line with:

- The new Code of Practice (2014)
- The Special Educational Needs and Disability Act 2001
- Education Act 1996 and SEN regulations
- Standards and Frameworks Act 1998
- 1993 Act and associated DFE circular (6/94)
- The Education Act 1980, 1986 (No. 2)
- The Warnock Report (DES 1978)
- Education Act (ACE 1983)
- The Education Act 1981
- The Human Rights Act 2001
- National Curriculum 2014
- Foundation Stage Curriculum