

St John's Mosley Common CE Primary School

SEN Policy



April 2020

Policy reviewed: April 2020

Date of implementation: September 2020

Date of Review: September 2021

Headteacher: Andrea Heaton

Chair of Governing Body: Fiona Smollett

St. John's Mosley Common C.E. Primary School SEN Policy 2020

Aim High, Believe and Achieve.

Statement of Intent

At St. John's we believe that each child is an individual with the right to an education which meets his or her needs. We are committed to providing each pupil with the best environment for their development.

Our SEN policy reinforces the need for teaching to be fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

This policy was written by the SENCO through a process of Consultation with staff, pupils and Governors in accordance with the guidelines set out in the Code of Practice 2014.

Aims

- To enable each child to be the best they can.
- To provide a safe, secure and stimulating learning environment.
- To provide a differentiated curriculum appropriate to the individual's needs and abilities.
- To promote equality, opportunity and respect, including recognising differences in a non-judgemental manner.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To liaise with external agencies to seek expertise and advice.
- To ensure that SEN pupils take as full a part as possible in all school activities.

Definition of Special Needs:

“Special educational provision is educational or training provision that is additional to or different from” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”

SEN Code of Practice (2014)

A child has a special educational need if he or she has difficulties that call for special educational provision to be made: if they have a significantly greater difficulty in learning than their peers or they have a disability which prevents or hinders them from making use of educational facilities of a kind provided to others of the same age.

Roles & Responsibilities:

The SEN team (contact on 0161 790 2195 with any questions/concerns) in school is:

SEN Coordinator (SENCO) Mrs Caroline Gore

Family Welfare Officer: Mrs Nicola Rigby

1:1 Support Staff: Mrs Sonya Downey, Mrs Corrigan, Mrs O'Brien

Mr Mike Stukey (Designated Governor for SEN)

Responsibility for managing Pupil Premium: Miss Andrea Heaton

Designated Teacher for Safeguarding Pupils: Miss Andrea Heaton, Mrs Kirsty Owen, Mrs Caroline Gore, Mrs Nicola Rigby.

The Role of the SENCO (Special Educational Needs Coordinator):

In mainstream primary schools the key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with special educational needs.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's Learning Support and Educational Psychology services, Health and Social services, and voluntary bodies.
- To liaise with the Governing body and present a SEN Information report annually.

The Role of the Governing Body:

- To co-operate with the Headteacher to determine the school's general policy and approach to provision for children with SEND
- To establish the appropriate staffing and funding arrangements
- To maintain a general oversight of the school's work
- To report to parents/carers annually on the school's policy on SEND.

The role of the Headteacher:

- To be responsible for the day-to-day management of provision for children with SEND.
- To keep the governing body fully informed.
- To work closely with the school's SENCO.

The Role of the Class Teacher:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils.
- Collaborating with the SENCO to decide the action required to assist the pupil to progress.
- Working with the SENCO to collect all available information on the pupil.
- In collaboration with the SENCO, develop targets for SEN pupils.
- Working with SEN pupils on a daily basis to deliver targets within class as well as identifying a timeslot for additional support from the SEN TA.
- Ensuring that the school's teaching and learning policies are followed, with due regard to differentiation (teaching at an appropriate level for all levels of attainment) through resources, support and outcome.
- Developing constructive relationships with parents.

Identification

Provision for children with special educational needs is the responsibility of the school as a whole. In addition to the governing body, the school's Headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. We believe that every teacher is a teacher of SEN children. A child may be identified with an additional need that may fall in to one or more of the following categories, as stated in the Code of Practise 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and or/physical

In order to help children who have special educational needs, the school adopts a graduated response (see SEND flowchart) that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. It is important that those who work with children/young people are alert to emerging difficulties and respond early. In particular, parents know their children best, and it is important that all professionals listen and understand when parents express concerns about their child or young person's development. They should also listen to and address any concerns raised by children and young people themselves. Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Their performance against year-end objectives.
- Pupil progress in relation to objectives.
- Standardised screening or assessment tools via the TESS Team (Targeted Education Support Service).
- Liaison with pre-school settings.
- Liaison with parents.

Identification and support of SEND

Teachers will follow the SEND flowchart and if after assessment/observation progress is still not being made it may be necessary to include a child on the monitoring list. At this point, teachers and the SENCO will look at particular strategies that may help progress from the Quality First Teaching Checklists and children will receive pre – teach and catch up interventions as well as differentiated teaching objectives, a discussion with the pupil and or parent/carer will also take place. If after an individualised and differentiated curriculum progress is still not made, specific interventions may be planned, which will be different from and additional to normal lessons. At this point, 'Cause for Concern' paperwork will be completed and passed to the SENCO. Parents will be informed at this point and an IEP will be actioned. If adequate progress is not made then it may be necessary to refer to outside agencies and include the child on the SEND register.

A child may receive SEND support if:

- Little or no progress has been made, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.

Or if a child:

- Presents persistent emotional, social or mental health difficulties which are not improved by the interventions and support.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO will contact them if the parents/carers agree. The SENCO supports the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised education programme (IEP). Parents/ carers are always consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Individual Education Plans

Strategies employed to enable the child to progress are recorded with an Individual Educational Plan (IEP). The IEP includes information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the IEP is reviewed).

The IEP only records that which is additional to, or different from, the differentiated curriculum, and focuses upon three or four individual targets that match the child's needs and have been discussed with the child and the parents/carers. The IEP is reviewed three times a year and parents'/ carers' views of their child's progress are sought. The child also takes part in the review process and the targets are shared with them. A copy is also given to the parents/carers to share with their child at home.

When St. John's seeks the help of external support services, those services need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These are implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the child's teacher.

Request for Statutory Assessment / Referral for an EHC Plan:

The school will request a statutory assessment from the LA when despite an individualised programme of sustained intervention, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have comprehensive information about each pupil and will record this using the relevant paperwork. During the period of application, the pupil in question will continue to receive intensive adult support. School will discuss with parents an Education Health and Care Plan (EHC). During this process, a costed provision map (document to compile spending so far) will be compiled and the relevant pathway will be followed (outlined in the High Expectation For All File on Wigan Council website). An EHC Plan will be focussed on the outcomes the child seeks to achieve across education, health and care and set out how services will work together to meet their needs. EHC plans will be based on a coordinated assessment and planning process which puts the child and their parents at the centre of decision making.

EHC Plan Reviews:

EHC Plans must be reviewed annually. The Local Authority (LA) will inform the headteacher at the beginning of each school year which pupils require a review. The SENCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- Any other person deemed to be able to provide relevant advice eg. Occupational Therapist, Speech Therapist
- A representative from secondary providers where this is a transitional review

The aim of the review will be to:

- Assess the pupil's progress in relation to targets
- Review provision
- Consider appropriateness of the existing statement/EHC Plan
- Set new targets

Year 5 reviews will indicate the provision required at secondary school. The EP (Educational Psychologist) recommends that transfer arrangements be discussed in the Year 5 review in order to enable the receiving school to plan ahead and parents the opportunity to liaise with secondary providers.

The SENCO will write a report of the annual review within 14 days and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease a statement of SEN.

Curriculum, Access & Inclusion:

St John's Mosley Common Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

Inclusive ethos

Broad and balanced curriculum for all pupils which is adapted through precise AFL (precision teaching to specific needs) to meet the needs of SEN pupils

Systems for early identification of barriers to learning and participation

High expectations and suitable targets for all children

Stimulating learning environment which is adapted to meet the needs of SEN pupils through such elements as: smaller teaching spaces, technology, displays, visual timetables etc, accessible changing and toilet facilities

Wide ranging activities which are available to pupils with SEN such as after school clubs where additional staff are deployed and additional 1:1 tutoring

A Pastoral Manager who provides pastoral support for pupils with social and emotional difficulties

A strong network of support staff including those who work 1 to 1 with a pupil

Withdrawal support based on personalised targets

At this school we have adopted a whole school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. Curriculum content and ways in which parents/carers can support their child at home can be found on the school's website.

Evaluating Success:

The success of the school's SEN policy and provision is evaluated through:

- Monitoring of classroom practice
- Analysis of pupil tracking data and test results
- Value added data for each pupil on the SEN register (for SEN pupils challenging targets are set and expectations are high
 - Headteacher's/Senco's report to Governors
- Meetings with the TESS team
- School Improvement Planning meetings
- Collation of B Squared assessments for those children unable to access their year group assessments

Key documents:

- school offer - www.saintjohnsmosleycommon.co.uk – This contains a link to the Local Authority's Local Offer.

The SENCO will review this policy annually.