

St Andrew's CE Primary School, Cobham



SEN Policy January 2015

Vision/Ethos Statement

At St Andrew's Primary School there is a strong commitment to Inclusion. Every teacher is a teacher of every pupil including those with Special Educational Needs and Disabilities.

This policy is a statement of the aims and principles for Special Educational Needs at St. Andrew's School, Cobham.

Definition of SEN

At our school we use the definition for SEN and for disability from the SEN Code of Practice (2014).

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children who have SEN may have a disability under the equality Act 2010- that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Key Roles and Responsibilities

SENCO

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care Plans. Part of the role of the SENCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

SENCO Name: Mrs Samantha Wentworth (Inclusion Manager)

Contact Details: s.wentworth@standrews-primary.surrey.sch.uk

Phone: 01932 863 452

Mrs Wentworth is a member of the school's Leadership Team. She joined St Andrew's as Inclusion Manager in September 2014 and has been a SENCO/ Inclusion Manager for over 5 years, including before 2009 (hence has not needed to take the National Award for SEN)

The Inclusion Team at St Andrew's Primary School includes:

SENCO: Mrs Samantha Wentworth (also responsible for Pupil Premium and LAC)

PA to SENCO: Mrs Andrea Pelling a.pelling@standrews-primary.surrey.sch.uk

SEN Governor: Louise Allum

Teaching assistants (class teaching assistants and one-to-one teaching assistants)

Pastoral Care Team:

Designated Manager Safeguarding Responsibility Jo Gibb

Pastoral Care Assistants Jan Harding Smith and Dawn Armstrong (also trained in Emotional literacy support)

Office Staff responsible for recording and meeting the medical needs of pupils: Margaret Furze, Emily Jones and Edwina James

Introduction

This policy has been written in light of the changes to SEN practice which came into effect in September 2014. It reflects the views of the staff and governors at St Andrew's School, who worked on the responses to the 14 Questions which formed the school's Local Offer in the Spring Term of 2014.

The Governing Body and the staff at St Andrew's recognise and uphold the values and rights of inclusion for all children. Because children are so diverse, it is the teacher's job continually to reflect on the best way to further each child's learning and where necessary to adapt programmes and practices to meet individual needs.

The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014). Mrs Wentworth met with Louise Allum, SEN Governor in November 2014 and discussed the policy with her. Mrs Wentworth also attended Surrey's training 'A guide to schools for updating their SEN policies' in October 2014.

How Can Parents Access This Policy?

This policy is available on St Andrew's School website.

You can also request a hard copy from the school office. Please let us know if you need this to be available to you in a different format e.g. enlarged font.

Context

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (July 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

- The National Curriculum in England Key Stage 1 and 2 framework document 2013
- Safeguarding policy
- Accessibility Plan
- Teachers Standards 2012

Aims and Objectives

Aims

At St Andrew's School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Our aims are:

- to give each child the best education that can be provided in our school;
- to develop each child's mental and physical abilities to the full;
- to develop the self-confidence and self-esteem of each child;
- to encourage self-motivation and initiative;
- to foster within each child an ability to work independently with a view to making a successful transition to the next phase of their educational journey;
- to develop each child's learning to enable them to achieve their full potential;
- to expect that all pupils with SEN will meet or exceed the high expectations set for them, based on their age and starting points;
- to set ambitious educational and wider outcomes with pupils and their parents.

Objectives

Our objectives are:

- to ensure that teachers in the school understand the processes of identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities, with pupils and their parents/carers at the centre;
- to develop effective whole school provision management of universal, targeted and specialist support for pupils with SEN;
- to ensure that a pupil with SEN joins in the activities of the school together with all other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated;
- to ensure that we work together with parents/carers and involve them in decision making so that the best SEN provision is made for their child;
- to deliver a programme of training and support for all staff working with pupils with SEN; this develops our practice within the guidance set out in the SEN Code of Practice 2014;
- to ensure that pupils' individual needs are made known to all who are likely to work with them.

Identification and Assessment

The Code of Practice for SEN (2014) lists the 4 areas of need as:

Communication and Interaction

Cognition and Learning

Social Emotional and Mental Health

Sensory and/or Physical.

At St Andrew's School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangement we will put in place to address those needs.

The Inclusion Manager co-ordinates the Provision Mapping, which is completed for each child with SEN (and those on Pupil Premium) at least twice a year.

Children's individual needs are addressed through targeted intervention programmes led by well-trained members of staff, as well as differentiated activities and resources being used individually, in pairs or small groups, led by the teacher or teaching assistant.

A Graduated Approach to SEN Support

This section explains the process followed by St Andrew's School to identify and manage pupils with SEN and disability.

In deciding whether a pupil should be included on our SEN Register in the category 'SEN Support' (which replaces the previous categories named 'School Action'/'School Action Plus') we focus on the new SEN Code of Practice for SEN (2014) and consider whether the pupil needs support over and above the Quality First Teaching (Wave 1 Provision) of our Whole School Provision Map (see our website for a copy of this document).

All class teachers are expected to plan, deliver and assess differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEN.

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. Additional intervention and support cannot compensate for a lack of good quality teaching, so teaching is monitored closely and often by the school Leadership Team, through lesson observations and drop-in observations and through the performance management of teachers and teaching assistants.

Pupil progress is monitored by class teachers and by the school Leadership Team, including the Inclusion Manager, and pupils who are not making expected progress are monitored closely. Parents are invited to meet with the Inclusion Manager at Parents' Evenings and at individual meetings at other times if a concern is raised by the class teacher about the child's progress. This sometimes leads to the Inclusion Manager seeking advice from outside agencies, in consultation with parents.

How does St Andrew's Primary School decide whether to make special Educational Provision?

FOR NEW ADMISSIONS: Visits are made annually from St Andrew's to local playgroups, nurseries and a local Key Stage 1 school to gain as much background

information about children joining the school as possible and to discuss any intervention that has taken place.

FOR CHILDREN ALREADY ATTENDING ST ANDREW'S:

To assist in the identification of children with SEN the Inclusion Manager refers to a range of assessments and information gained from those people who know the child best, including parents, teachers, teaching assistants, tutors and other professionals, if involved.

We believe that additional support is needed when a child has a greater difficulty than the majority of children the same age to access a specific part of the curriculum. This could be due to:

- a difficulty in learning or retaining a new skill;
- a difficulty in approaching learning or social relationships with a positive attitude;
- a physical difficulty which leads to difficulty in accessing parts of the curriculum.

The following is a list of sources of information which help the school to decide if the pupil needs special educational provision (at SEN Support on the SEN Register)

- the Surrey SEND 14 Pathway Guidance;
- information from parents/carers and discussions with the child (if appropriate);
- performance monitored by the class teacher as part of ongoing observation and assessment;
- outcomes of the Foundation Stage Profile;
- assessments and analysis of progress in 'Read Write Inc' in Reception and Key Stage 1;
- performance against the level descriptions within the National Curriculum;
- assessment in the Phonics Screening Check at the end of Year 1 and Year 2 (re-sits);
- progress against the objectives specified in the literacy and numeracy strategy frameworks;
- results of the National Curriculum Assessment at the end of Year 2 and comparison with national data and expectations of progress;

- results of the Optional QCA tests in KS2;
- standardised and diagnostic tests;
- moderation of levels by subject leaders and Leadership Team;
- behaviour incident sheets;
- behaviour tracking and target sheets;
- assessments and advice from locality team specialists and other outside agencies, including Educational Psychology, Learning and Language Support, Behaviour Support, Paediatrician, CAMHS, Occupational Therapy, Speech and Language Therapy, Physical and Sensory Support, REMA, Physiotherapists;
- Termly multi professional team meetings with all agencies involved in the school, to discuss individual pupils, in a confidential, professional environment.

Once a child is placed on the Register at 'SEN Support', the cycle of '**Assess, Plan, Do, Review**' begins. Please see the Code of Practice for SEND 14 for further information on the statutory requirements for the Assess, Plan, Do, Review cycle outlined below:

Assess

In identifying a child as needing SEN support, the class teacher working with the Inclusion Manager carries out a clear analysis of the pupil's needs (Code of Practice 2014).

We ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations.

We listen to the views of parents/carers and the pupil. In some cases we draw on the assessments and advice from locality team specialists and other outside agencies, including Educational Psychology, Learning and Language Support, Behaviour Support, Paediatrician, CAMHS, Occupational Therapy, Speech and Language Therapy, Physical and Sensory Support, REMA, Physiotherapists, as appropriate.

Plan

Where SEN Support is required, the teacher and Inclusion Manager with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil, as well as the expected impact on progress and outcomes, including a date when it will be reviewed. All staff who work with the pupil will be made aware of the plan and the targets are shared with the pupil. Parents are asked to share in the monitoring of progress through any home learning.

Do

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with teaching assistants or specialist staff, who provide support set out in the plan, and monitor the progress being made. The Inclusion Manager will provide support, guidance and advice for the teacher.

Review

The impact of the support and interventions will be reviewed each term by the teacher, Inclusion Manager, parent/carer and the pupil. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from 'SEN support'. Once intervention has been put in place, many children make good progress and no longer need the additional support.

We assess this progress to be when it:

- puts the child above the level for requiring additional SEN support, as determined by the SEND 14 pathway Guidance;

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour;
- demonstrates the realisation of potential.

For pupils with an Education Health and Care Plan the Local Authority must review the plan at least annually.

SEN Provision

What Does Additional Support mean?

We believe that provision for children with SEN is a matter for the school as a whole. All teachers are teachers of children with SEN.

We follow a graded approach to SEN, set out by Surrey County Council and refer to the advice (written & verbal) given by the locality team. In our provision mapping we consider our response to the needs of SEN children within the whole school picture.

Whilst we believe it is a key responsibility to nurture every aspect of the whole child, we focus the majority of our SEN provision on developing:

- good communication skills
- good literacy skills
- good numeracy skills
- good social skills
- good mental health

as we believe these are crucial to the world our children live in.

For most children on the SEN register, provision at St Andrew's is linked to our Provision Map and use of Surrey's Provision Mapping Tool. Through on-going regular assessment by class teachers, children's individual needs are identified and a programme of intervention is put in place. This is then reviewed in line with the timescales on the Provision Map, but at the very least twice a year.

SEN support can take many forms. This could include:

- a special learning programme for your child, e.g. precision teaching;
- extra help from a teacher or teaching assistant;
- making or changing materials and equipment;
- working with your child in a small group to develop a specific skill;
- observing your child in class or at break times and keeping records;
- helping your child to take part in activities, in class or in the playground;
- helping your child to develop social, communication or play skills;
- making sure your child has understood things by encouraging them to ask questions and to try something they find difficult;

- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Children with a statement of Special Educational Needs (and in future 'Education Health and Care Plans') have Annual Plans which are reviewed at least termly. These list all of the targets for the pupil for the year, taken from their Statement/ EHCP or annual review and with strategies for each target- to be used by the teacher/teaching assistant to help the child to reach their targets. The teachers refer to advice from outside agencies to devise strategies and to provide resources for the pupil to work towards meeting their targets.

Managing the needs of Pupils on the SEN Register

The school caters for all abilities. If a child has a specific need we work with the parents/carers and education authorities to see if the need can be met. Each pupil at St Andrew's is an individual and some children need to have an individual programme to meet their needs.

Class teachers have the responsibility for differentiating their teaching and deploying their teaching assistants to support the individual needs of the pupils in their class, in consultation with the Inclusion Manager and parents/carers.

The Role of the SENCO (Inclusion Manager)

The Inclusion Manager, in collaboration with the support of the Leadership Team and the Governors of the school, has a duty to ensure that children with additional needs are included wherever it is practical and safe to do so for the pupil and for the other pupils in the class and the school.

The Inclusion Manager

- Ensures that the requirements of the SEN Code of Practice (2014) are reflected in the School's policy and practice for SEN, including the 'Assess, Plan, Do, Review' cycle for pupils with SEN;
- Keeps the SEN Register up to date and reviews it, at least termly, removing pupils from the register as soon as they are deemed to have made enough progress;
- Ensures that the relevant documentation is available to parents, including the SEN Policy, the SEN information Report, the Local Offer (response to the 14 Questions), the whole school provision map (available on the school website) and the child's individual provision maps and Annual Plans
- Works with teachers and teaching assistants to support the identification of children with SEN; providing practical suggestions and programmes of intervention to develop a child's skills; ensuring programmes are implemented and ensuring progress is tracked;
- Works with parents and carers to gain their views, share concerns and successes; decide on next steps and support parents and carers with practical strategies;
- Monitors the mapping of provision and tracks its impact on pupil outcomes;
- Monitors the writing and evaluation of Annual Plans, Provision Maps and Pathway plans (Including One Page Profiles) and ensures targets are relevant, specific and attainable;

- Provides the relevant evidence which is required if the school cannot meet the needs of pupils from the school resources and need to make a request for additional funding from the local authority and/or an assessment for an Educational, Health and Care Plan (referring to guidance on the Surrey website);
- Supports the delivery of a programme of Continuous Professional Development (CPD) for all Teachers and Teaching assistants to ensure a shared understanding of all aspects of SEN and a development of skills to support children with SEN;
- Works with outside agencies to make relevant referrals, share information, gain advice and strategies, and ensure these strategies are implemented;
- Liaises with the Governing Body to share relevant information about the identification and provision for children with SEN;
- Manages the day to day responsibilities of all children with SEN e.g. support timetables.

Supporting Parents/Carers and Pupils

Our SEN Information Report (our responses to the 14 Questions, which form our 'Local Offer' included on our Website) details how parents are supported in understanding the support that their child will receive at St Andrew's Primary School and how they can seek further support.

We know parents hold key information and have a critical role to play in their children's education. At St Andrew's we believe it is important that both concerns and successes are shared with parents/carers. Parents/carers are consulted and involved at every stage of the school based assessment and their views will always be sought before any support agencies are contacted. Provision Maps and Annual plans are shared with parents at parents' meetings, and strategies to help at home are shared. Parents are informed of targets so they may support any improvement programmes.

Parental co-operation is encouraged in daily support for home reading. Parent consultation evenings are held each term when they can discuss progress with the class teachers, and the Inclusion Manager. Mrs Andrea Pelling is able to book appointments for parents who would like to meet with the Inclusion Manager

Pupil Participation

Wherever possible, taking account of age and maturity, children are encouraged to contribute to decisions made about their education. Targets are discussed with pupils at their conferencing session with their teacher once a term.

Accessibility and Inclusion

Supporting Pupils at School with Medical Conditions

St Andrew's School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. It is expected that pupils with SEN and those with medical conditions alike will be fully integrated into the life of the school. All children are encouraged to join a wide range of school clubs and take part in musical, dramatic and sporting activities. All children are encouraged to hold a

position of responsibility during their career at St Andrew's such as monitors, House Captains, School Council Class Reps.

Pupils with medical conditions have individual health care plans which are written in consultation with some or all of the following people, depending on the condition and its severity: parents/carers, office staff, class teacher, Inclusion Manager and school nurse. Children with Asthma/ allergies all have a health care plan, but some may have a more severe condition which needs advice from the school nurse.

For further advice on pupils with medical needs the school or parents/carers may contact Surrey's Access to Education (medical) service led by Sue Lynn (susan.lynn@surreycc.gov.uk)

Accessibility

St Andrew's is a two-storey building. There is a toilet for disabled persons and there is wheelchair access and a stair lift. The school complies with its duties under the Equality Act 2010.

We aim to provide a broad, balanced and relevant education for all children, including those with SEN. Resources such as teaching support and differentiated materials are utilised to ensure each child has access to the National Curriculum at an appropriate level.

Monitoring and Evaluation of SEN

In order that we may evaluate the success of the education provided for the pupils with SEN at St Andrew's we will use the following indicators:

- an evaluation of the Provision Map to show the most successful interventions;
- regular meetings with Pastoral Team, Counsellor, and Outside Agencies to discuss impact of their work;
- evidence that appropriate differentiation is taking place during classroom observations, book looks, planning looks etc;
- tracking the progress of individual groups such as Statemented pupils, SEN Support, Pupil Premium, and EAL pupils etc;
- an evaluation of the number of children on the SEN register who have still made their expected levels of progress throughout the year; level of achievement in Key Stage 1 and 2 assessments;
- school register of children with SEN to note the reduction of pupils at each stage as they progress through the school;
- notable achievements of SEN pupils in subjects other than the core curriculum.

The Inclusion Manager meets every week with the Leadership Team and SEN is a high priority in the school. Regular liaison takes place with the school Bursar and the Inclusion Manager and Bursar attended joint training on SEN Provision Mapping and budgeting in Autumn 2014.

The Inclusion Manager aims to meet once a term with the SEN governor with a view to keeping the Governing Body informed on developments in SEN.

The Inclusion Manager attends formal SENCO network meetings once or twice a term, and keeps up to date with current initiatives through attendance at courses and other network meetings.

Training and Development

Continued Professional Development is a key to successful provision for all children, and especially those with SEN. In order to develop the understanding of all staff the school's in-service training programme (INSET) includes issues on SEN. The Inclusion Manager provides INSET for colleagues, when applicable, on types of SEN, appropriate strategies and provision for them and procedural concerns such as the completion of provision maps and any organisational changes.

Teaching assistants (TAs) are also provided with regular INSET opportunities to support the development of skills. They are also encouraged to attend courses relating to their post in school and following the priorities in the School Plan. The Inclusion Manager is responsible for overseeing the professional development interviews (PMRs) and observation of their work throughout the year. All members of the Leadership Team monitor the delivery of teaching from teachers and teaching assistants and the outcomes it has on the children, and record this on the observation format.

Storing and Managing Information

The school follows strict confidentiality procedures in line with current safeguarding procedures and advice.

All information is kept securely in a locked filing cabinet in the Inclusion Manager office. Medical information is stored securely in the school office.

SEN documents are passed onto the next school when the pupil transfers to their next setting.

Reviewing the SEN Policy

In line with all school policies the SEN policy will be kept under regular review by the Leadership Team and the governing body.

It will next be reviewed in September 2015

Complaints Procedure

If a parent/carer wishes to complain about the school's provision for a pupil with SEN he/she should first speak to the class teacher, then to the Inclusion Manager or the Head Teacher as appropriate.

If it is necessary to pursue a complaint more formally it will be referred to the Chair of Governors.

For further details please see St Andrew's Complaints Policy