St Gregory CEVC Primary School
Special Educational Needs Disability Policy

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Definitions of Special Educational Need and Disability (SEND)

A child is considered to have a learning difficulty which calls for special educational provision to be made if he or she

a) has a significantly greater difficulty in learning than the majority of children of the same age.

b) has a disability which either prevents or hinders the child from making use of the educational facilities generally provided for children of the same age in schools within the Local Authority (LA).

Disabled children and young people

Some children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Areas of Need are included under the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical

Our Aims

At St Gregory's we aim to:

- identify and assess, as early as possible, the educational needs of children who may need support
- provide support to those children who have been identified as experiencing difficulties
- ensure that each child is given access to a broad and balanced curriculum including the National Curriculum and Foundation Stage, as is possible
- work in partnership with parents and keep them fully informed of their child's progress
- (with the consent of parents) work in close co-operation with any other agencies which may be involved with the child
- integrate the pupils within the Specialist Unit into the mainstream setting, as appropriate to their individual needs

Objectives

Our objectives are to:-

- Implement and follow the **Special Educational Needs and Disability Code of Practice: 0 to 25** (2015).
- Identify all children exhibiting a special need with the minimum of delay, liaising closely with parents, pre-school agencies, nurseries, medical services, Specialist Education Services, Educational Psychologists, Social Care and Speech Therapists, to allow early intervention and support.
- Ensure that all pupils receive High Quality Personalised Teaching (HQPT).
- Use a Plan, Do, Review, Assess cycle within teaching.
- Closely monitor progress.
- Ensure fullest inclusion.
- Provide staff with relevant training to meet SEN which enables all staff to identify and structure both learning and classroom organisation to meet individual needs within the class.
- Consider the needs of SEN pupils when drawing up curriculum policies, schemes of work, documents and lesson plans.
- Provide a supportive environment where children will develop self-confidence and motivation and feel that their work is valued.
- Listen to the voice of the pupil and involve pupils in decision-making regarding provision aimed at meeting their SEN.
- Refer to the Local Authority Special Education Services for advice and support for specific areas of need.
- Have a SEN Register for children with SEN and receiving SEN Support.
- Review the Support Plans once a term in consultation with school staff, parents and other agencies (if appropriate).
- Arrange multi-disciplinary Assessments for pupils who make slower progress than expected.
- Make requests for Statutory Assessment for those children who require further specialist support under the Education, Health and Care Plans (EHCP).
- Conduct Annual Reviews for those children with EHCPs.
- Ensure that the provision as outlined in their EHCP is met.
- Encourage all pupils to become active, confident, motivated learners by providing suitable individualised programmes and breaking down tasks into manageable steps
- Promote independence in their learning activities.
- Liaise closely with parents, to inform them about their child's progress and to provide support in order that they may support and contribute to teaching programmes for their child.
- Call upon specialist advice from outside the school to inform the school's strategies to meet the child's special educational needs
- Establish the close co-operation of all agencies concerned and a multi-disciplinary approach to the resolution of issues
- Constantly monitor and review the effectiveness of the school policy and to update and amend when appropriate.
- Ensure that the Governing Body has support and guidance in order that it is able to fulfil its statutory duties towards pupils with SEND e.g. to ensure value for money and monitor the use of SEN funding to inform an annual report to parents.

Roles and Responsibilities

All teachers are teachers of children with SEND. Teaching such children is therefore a whole school responsibility.

The Governing Body must:

- Ensure that necessary provision is made for pupils who have SEND.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEN.
- Consult the Local Authority and governing bodies of other schools, if necessary, in order to co-ordinate special education provision.
- Ensure that a pupil with SEN has the same opportunity to join in the activities of the school as much as possible at the same time receiving the special educational provision their learning needs call for.
- Report annually to parents on the effectiveness of the implementation of the school's policy for pupils with SEN.
- Have regard to the **Special Educational Needs and Disability Code of Practice: 0 to 25** (2015) when carrying out their SEN duties.
- Check that procedures are in place to ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- In co-operation with the Headteacher and SENCo, establish the appropriate staffing and funding arrangements

The governing body has appointed one of its members to take a particular interest in and closely monitor the school's work on behalf of children with SEN.

The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work including SEN provision and High Need Funding. This will be done by working closely with the SENCo, and in practice the Head will delegate many of these responsibilities to the SENCo. Together with the school governors with responsibility for SEN they keep the governing body fully informed with regard to special needs issues.

Special Needs Co-ordinator (SENCo)

The SENCo works closely with the Headteacher, Senior Leadership Team and fellow teachers.

The SENCo must:-

- Be a qualified Teacher whole holds the National SENCO Award (if new to post since October 2010).
- Be closely involved in the development of the SEND Policy and provision to raise the achievement of pupils with SEND.
- Have responsibility for the day to day operation of the school's SEN policy and for co-ordinating provision for pupils with SEND, working closely with staff, parents and other agencies.
- Oversee the records of all pupils with SEND.
- Liaise with and advise colleagues.
- Support the Learning Support Assistants when they are working with pupils with SEND.
- Contribute to the in-service training of staff.
- Liaise with parents of pupils with SEND.

- Liaise with external agencies, including the LA's support services, health and social care and voluntary bodies.

All staff
All Staff are involved in the development and updating of the school SEN policy and are fully aware of the procedures for identifying, assessing and making provision for the full inclusion of pupils with special educational needs. It is the class teacher's responsibility to identify pupils who require SEND intervention, and to inform the Headteacher, Parents and SENCo so the child's name can be placed on the SEN Register. The Class Teacher and SENCo will discuss what provision can be put in place and the timescale this will need to be in place for.

The SENCo and class teachers meet formally termly to plan and review children's progress at SEN Support Stage. Class teachers are responsible for planning support and adaptations to the curriculum on a daily basis and managing the Learning Support Assistants working in their classes.

Specialist Unit
The teachers in the Specialist Unit are responsible for their own classes. There are also 7 full time (or full time equivalent) LSAs attached to the class.

Identification, Assessment, Provision and Review - Admission Arrangements
St Gregory CEVC School welcomes all pupils including those with special educational needs and the arrangement for their admission is in accordance with the Local Authority admissions policy.

Facilities
Our school is well equipped to meet the needs of pupils with SEN and disabilities. For those with mobility difficulties, the upper floor of the building is accessible by using the lift. In the event of a fire, pupils who are unable to access the stairs would be evacuated by use of the Evac Chair, there are two of these which are located at the top of each of the two staircases. Pupils with a visual or hearing impairment have a tailored Personal Emergency Evacuation Plan, (Appendix A).The two temporary classrooms are also accessible by using the ramps. There is also a sensory room which is available to pupils. The school currently has a Specialist Unit. There are two specialist teachers on site, a number of skilled and experienced teaching assistants and support from a speech and language therapist. Regular visits are made by health professionals. Pupils have access to the mainstream curriculum (where appropriate) and are fully included into the life of the school as appropriate for each individual.

Allocation of Resources
The school's SEN funding is included within the funding received in relation to the Age Weighted Pupil Unit and the School's Block Budget. The Specialist Unit is funded as above along with High Needs Funding (HNF) where each child is allocated a band in line with the Local Authority guidance.

High Need Funding is based on pupils whose SEN provision is in addition to School's Block budget. These children are pupils with significant SEN. The HNF is based on the level of need of the pupil in a variety of areas. School applies for this funding each term for pupils in mainstream and the Specialist Unit.

Identification and Assessment
We believe that the early identification and assessment of children exhibiting SEN is vital. Identification will probably begin with the class teacher and should include:

- Information from liaison with nursery schools, play groups or other schools.
- Pupil Concern Forms (Appendix B),where teachers identify pupils who are experiencing additional difficulties (Not those on SEN Register).
- Careful systematic observation to note the pupil's skills, strengths and establish areas of difficulties.
- Any expression of concern from parents or the health authority.
- Informal discussion with the child's parents, other members of staff, Head teacher and SENCo.
- Parent's comments in the assessment process.
- Comparison of the child's attainment with the peer group and national norms as shown by National Curriculum attainment, early learning goals and other Local Authority screening procedures.
- Use of appropriate screening tests, assessment and diagnostic tests.

When carrying out identification and assessments the class teacher will take into account all relevant points concerning the child's development.

Documentation
Early Intervention
This is a school-based stage where a class teacher discusses with the parents, the progress of those children who appear to experience some difficulties. In these circumstances the Class Teacher will complete a Record of Concern Form for the SENCo. The school keeps a record and monitors the progress of the individuals. If insufficient progress is made the child may move onto Early Years Support or SEN Support. This will happen with support from SENCo. The SEN staff will monitor pupil progress and convene review meetings termly.

Children whose progress is giving cause for concern, with parent's permission, will be discussed with the other agencies through the referral processes in place.

If the school concludes, in consultation with the parents, that the child's needs cannot be met within the current arrangements, a request, including relevant evidence, will be made to the Local Authority for the need for a statutory assessment and, if appropriate, to make a multidisciplinary assessment. Parents may also request that a Multi-disciplinary Assessment is carried out. There are very strict time limits for making assessments and deciding whether or not an Education, Health and Care Plan should be issued.

Multi-disciplinary Assessment
During the Multi-disciplinary Assessment the Authority must consider the evidence supplied and decide whether or not to issue an Education, Health and Care Plan. The criteria for deciding to draw up an EHCP is set out fully in the **Special Educational Needs and Disability Code of Practice: 0 to 25** (2015)

Annual Review

The SENCo initiates reviews of all EHCPs on a 12 month basis. The purpose of the review is to consider a variety of perspectives on a child's progress and to ensure that the provision made is still appropriate to the child's identified needs. The SENCo will request written reports from all those persons who are to be invited to attend and wish to contribute - parents, teachers, the pupil, educational psychologist or any other professionals closely involved with the child. Copies of all advice received will be circulated either prior to or at the review meeting. The review should assess the child's progress towards meeting the objectives specified in the EHCP and inform future planning, updating and monitoring of educational targets. Parents will be fully involved in the review process. Following on from the meeting, the SENCo is required by the Local Authority to submit a review summary sheet. Annual reviews for children who may be transferring to Secondary School at the end of the next academic year will include a discussion relating to the relevant provision or school which may be appropriate to meet their child's needs (usually in Year 5). The Annual Reviews for pupils moving on are held in the October of their final year of schooling, as are the reviews for the pupils coming to the end of Year 2 (phase Transfer).

For those children with an EHCP who may need more specialist provision that St Gregory is able to offer, after meeting with parents, a review meeting will be held with a view to applying to the Local Authority for a move in provision.

Curriculum Access and Inclusion

At St Gregory's we believe that children with special needs should be educated, whenever possible, in mainstream schools alongside their peers through High Quality Personalised Teaching. All children, including those with SEND follow the Foundation Stage then the National Curriculum and are fully integrated into the life of the school participating in clubs, concerts, trips etc.

Staff recognise that helping children with SEND is an integral part of a class teacher's role and that effective management and planning can help minimise some SEN. Learning situations can be improved when staff consider:

- Different ways of presenting the task.
- Breaking down a task into small, easily achievable steps.
- Clearly defining what it is you want the child to learn/achieve.
- Structuring the pupil's learning programme more tightly with very clearly defined objectives.
- Using the computer to present/record material.
- Adapting learning resources.
- Providing additional apparatus.
- Simplifying language.
- Using an adult as a scribe.
- Home and school working together to support the child's learning.
- Involving the child in agreeing targets, devising a programme etc.
- Praising and encouragement.
- Good use of visual aids and real objects.

Monitoring and Record Keeping
Monitoring and record keeping of individual pupil progress is an important feature of all curriculum planning. There is a need for consideration of SEND issues in all subject areas and policy documents. The system of record keeping relating to pupils experiencing difficulties (SEN Support) has already been described. This forms a cumulative record of pupil's difficulties; the support provided and includes evaluation of pupil progress towards agreed objectives. Original copies of Support Plans are stored in the Pupil Education Records (Blue record files), a copy of which is included in the pupil's class data file and should be accessible for all adults supporting the child. Every endeavour is made to meet with parents when SEN Support Plans are written and reviewed. However, if this is not possible, a copy is sent home and a request for comments and a signature is made. Class teachers and support staff also retain a copy as the Support Plan as it is regarded as a working document. A record of all children with SEND is kept by the Headteacher on SIMS and on file by the SENCo and is regularly updated. The register lists pupil's name, year group, class teacher, dates of last and next reviews and there is space for any areas of need.

Evaluating Provision
The school will regularly review and update the whole school SEN policy. The Headteacher, in consultation with the governors, will meet annually to agree any changes to be made with regard to the allocation of resources and organisation of provision for pupils with SEND in the light of funds made available through the School's Block and HNF.

Staff Development and Target Setting
The Headteacher, in consultation with staff, (in particular, the SENCo) will consider the professional development priorities for enhancing staff expertise in the area of SEN. The LA runs a variety of courses and staff are encouraged to report back on courses attended. NQTs and new staff are informed about the school's SEN policy and procedures. The SENCo is available to organise, lead or contribute to staff development programmes and, in particular, to ensure that staff are aware of the latest developments. In addition, advice and support on special needs issues takes place informally on a day-to-day basis. Courses are organised by the LA for teaching assistants, and periodically they are invited to join school training sessions. Members of the Learning Support Service will also provide in-service training for staff on request.

Links with Education Department Support Services and other agencies and organisations
The school receives support and advice from a range of professionals from Education, Health, Social Care and Educational Welfare. In this way staff are able to work in close co-operation with a range of agencies for the benefit of all children including those with SEN. A speech therapist visits the school on a regular basis to work with children in the Specialist Unit with Speech and Language provision in their EHCP, whilst other children identified as having speech and language difficulties may be seen at school or visit the clinic to receive therapy. A physiotherapist and occupational therapist may visit the school to work with individual pupils and to offer advice to staff. Health interviews are carried out for pupils in their first term in school and when they are in Year 6. The school nurse meets with staff, pupils and parents, on request. An Educational Psychologist may visit as part of the Education, Health and Care Plan Needs Assessment.

The Learning Support Team includes specialist staff with responsibilities for specific learning difficulties, hearing impairment, visual impairment and pre-school work. In particular

circumstances liaison occurs with other agencies and schools, such as the Specialist Education Services.

Links with other Schools and Transfer Arrangements
The school has links with neighbouring special schools Hillside and Priory School for children with complex Special Educational Needs. We also have close relationships with local secondary schools and are building relationships with the Secondary Schools who are now offering Specialist Units. Transition arrangements for receiving and transferring pupils with SEND between schools will entail the transfer of records, visits by staff to see the children in their current placement and face to face discussions between the professionals involved. Whenever possible, teachers from receiving schools attend Annual Reviews for transferring children

Partnership with Parents
St Gregory's School values parental involvement. We aim to develop a close working partnership with all parents including those children with SEND as we consider it a crucial part of making our school successful. Attempts are made to establish an effective working relationship with parents when children are first admitted to the school. The SEN documentation promotes parental partnership but it is acknowledged that informal meetings take place when a child is collected from school can also allow staff to discuss a child's special educational needs with parents. Home – school liaison takes place in the following ways

1. Parents' Evenings
2. Home / School Books (Specialist Unit)
3. Reading Journeys / Reading Journals
4. Certificates of Achievement
5. Emails

Parents are welcome to meet with or contact the SENCo and class teachers to discuss their child's progress at any time by prior arrangement.

Details of the LA Parent Partnership Service are available in school and parents are informed of this service at induction meetings. Their website details are www.suffolk.gov.uk/sendiass and queries please can be emailed to them at parents.partnership@suffolk.gov.uk

Pupil Participation
The **Special Educational Needs and Disability Code of Practice: 0 to 25** (2015) places strong emphasis on the importance of pupil participation in all stages of the SEN procedure. Children are invited to attend review meetings (as appropriate) and take part in setting their own targets if appropriate. All children are aware of their targets which are shared with them in a variety of ways as appropriate.

The Specialist Unit
The Specialist Unit provides places for 20 children with moderate learning difficulties and complex additional needs. All the children have an EHCP and places are allocated following consultation with school and discussions with the LA, Family Services. There is a Specialist Unit Inclusion Policy (Appendix C) in place which was written to reflect the increasing complexities of the needs of the pupils in Apple Class and to act as a reference point for staff across the school.

Inclusion
Children may join their mainstream year group as appropriate (with adult support if necessary). They take a full part in the life of the school including educational visits, concerts, playtime, enrichment days and assemblies, as appropriate.

Access to the National Curriculum
The children are given access to a broad and balanced curriculum including the National Curriculum and Foundation Stage, as is possible. The learning objectives may be tailored to the individual needs of the child as directed by the EHCP.

Assessment
Assessment takes place at a formal level during the Annual Review. SEN Support Plans are written and reviewed termly and a copy is signed by the parents, termly Thrive Assessments take place to help with setting targets for social and emotional development of the pupil in the Specialist Unit. The school assessment procedures are followed as is appropriate for the children.

Complaints
If there is any cause for complaint about any aspect of the school's special needs provision parents are encouraged to contact, without hesitation, the SENCo. If the problem is not resolved it should be referred to the Headteacher. If the complaint is still not resolved it should be made in writing to the Governing body.