

St Mary's SEN Policy

Introduction

The Special Educational Needs (SEN) Policy details how St Mary's will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. These needs will be made known to all supporters. The school will do its best to ensure that teachers in the school are able to identify and provide for these pupils. All pupils will be encouraged to join in the activities of the school so far as it is reasonably practical and compatible with the child receiving the special educational needs provision, as well as the efficient education of the pupils with whom they are educated.

Aims

At St Mary's, we aim to create a curriculum and environment in which all children, including those with special needs, can develop physically, intellectually and emotionally at a pace which is suited to the individual. We aim to provide all children with an equal opportunity to access the curriculum in order to realise their full potential.

We encourage, in all members of our school, a code of positive behaviour, which promotes consideration for, and tolerance of the needs of others. We believe that every child should feel able to make a valued contribution to school life in order that self-confidence and self-esteem can develop.

Objectives

The school will have regard to the Special Needs Code of Practice when carrying out its duties to all pupils with special educational needs. It will ensure that parents are notified that SEN provision is being made for their child.

The school recognizes that parents have a key role in enabling children with SEN to achieve their potential. All parents of these children will be treated as partners and encouraged to play an active role in their child's education.

We recognize that pupils with special educational needs often have a unique knowledge of their own needs and will be encouraged, where possible, to participate in decision making and assessment.

Admission Statement

At Welwyn St Marys's, we are committed to supporting the achievement of every person with special educational needs, enabling them to fulfil their potential and to develop as learners with self-respect. We realise that certain social divisions and prejudices act as obstacles to achieving that goal. We are committed to challenging any discrimination and being fair to all irrespective of their nationality, race, class, age, gender, academic status or disability. The school will not discriminate against the admission of pupils on the grounds of special educational needs where their learning difficulty or disability can be catered for within the mainstream setting. Admission may be refused only in a small minority of cases where the child's inclusion will be incompatible with the efficient education of other children.

Equality and Inclusion Statements

At Welwyn St Mary's, we are committed to supporting the achievement of every person with special educational needs, enabling them to fulfill their potential and to develop as learners with self-respect. We realize that certain social divisions and prejudices act as obstacles to achieving that goal. We are committed to challenging any discrimination and being fair to all, irrespective of their nationality, race, class, age, gender, academic status or disability. This commitment is founded on the school Equality Scheme.

In addition, St Mary's School will have regard for the Special Educational Needs Code of Practice and is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with special educational needs meet the definition of disability. We will undertake activities that will reflect the inclusive involvement of all pupils in a diverse community.

Access Statement

The governing body of the school will make reasonable adjustments to ensure that education as a whole is made available to children with disabilities. (See Accessibility Plan)

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if:

- ◆ They have a significantly greater difficulty in learning than the majority of children of the same age
- ◆ They have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- ◆ Their level of development is significantly below the age expectation or would be so if special educational provision was not made for them.

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.

Special Educational Provision

Provision for children with special educational needs is a matter for the school as a whole. All members of staff have important day-to-day responsibilities for support of pupils with special educational need.

Special Educational Provision is educational provision that is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area.

The range of special educational needs is very wide, from relatively mild degrees of learning difficulty to profound and multiple disabilities. Sometimes children's learning difficulties are caused or compounded by hearing or visual impairment, physical disability or a specific learning difficulty.

Emotional and behavioral needs may also affect the child's potential to learn. The school has developed a Behaviour Policy that provides guidelines for strategies and procedures to be used with children displaying inappropriate behaviour.

Identification and Assessment of children with Special Educational Needs

It is our aim to identify a child with special educational needs as early as possible to allow intervention. Prior to entering school the Head and Sencos gather information from Early Years Settings, parents and any other agencies involved with the child before their admission to school, e.g. speech and language therapists, social services etc.

Teachers will also use their own professional judgement to make informed decisions about any children they consider to have some form of special educational need. Indicators include aspects such as children performing at levels significantly different from their peers or information about attainments gained from assessments.

In the Early Years, identification of a child with special educational needs is aided by general observation and observations against the Early Years Foundation Stage Profile.

For older children, the identification of a child with special educational needs is made through a number of assessments which can include end-of-Key Stage Tests, optional tests, teacher assessments, performance targets, standardised tests, pupil tracking systems, Value Added Data and observations.

Provision for Pupils with Special Educational Needs

St Mary's follows a graduated response for the identification and support of SEN children. The progress of all our children is tracked and monitored over time. Where a child fails to make **adequate progress**, it may be necessary to use alternative approaches to learning.

Indicators of adequate progress may include any of the following:

- ◆ The attainment gap between the child and the child's peers closes;
- ◆ The attainment gap is prevented from growing wider;
- ◆ Progress is similar to that of peers starting from the same attainment baseline, but less than that of the majority of his peers;
- ◆ The child's previous rate of progress is matched or bettered;
- ◆ The child is able access the full curriculum;
- ◆ The child demonstrates an improvement in self-help, social or personal skills;
- ◆ The child demonstrates improvements in the pupil's behaviour;
- ◆ Improvements in the pupil's behaviour are demonstrated;
- ◆ Attainment of educational targets;
- ◆ Improvements in levels of attainment in the Early Years Foundation Stage Profile;
- ◆ Improvements in National Curriculum levels. (**Where SEN pupil's attainments fall below National Curriculum levels, their performances will be judged against the P Scales but the Early Years Foundation Stage Profile may be used for pupils in Year 1 or below.**)
- ◆ Improvements in Reading and Spelling Assessments;
- ◆ Improvements in specialist assessment tests;
- ◆ Improvements reflected in the views of parents and pupils;

- ◆ Improvement shown in the Hertfordshire Personal and Social Development Profile.

When a child fails to make **adequate progress**, and teachers identify that the child may have special educational needs, the teacher will then hold discussions with the parents/carers of the pupil concerned as well the Special Needs Coordinator (Senco). Parents will be encouraged to share their knowledge and understanding of their child's needs as well as share in the support of their child. The child will also be encouraged to participate in discussions about their education where possible. The child will be supported through **Early Years Action** or **School Action**.

Early Years Action/ School Action

Triggers for Intervention for Early Years Action /School Action

Triggers for intervention could include a child who:

- ◆ Makes little or no progress even when teaching approaches are particularly targeted to improve a child's identified areas of weakness
- ◆ Continues to work at levels significantly below those expected for children of a similar age
- ◆ Presents persistent emotional and/or behavioural difficulties which do not respond to behavioural techniques usually employed in the setting
- ◆ Has sensory or physical problems which results in little or no progress despite the provision of personal aids and equipment
- ◆ Has communication and/or interaction difficulties and requires specific individual interventions in order to access learning

Nature of Intervention

The child's parents and class teacher, in consultation with the Senco if necessary, will decide on the action needed to help the child progress in the light of their earlier assessments. These supports may include:

- Different learning materials or special equipment
- Some small group support
- Staff development and training to introduce more effective strategies
- Access to Local Authority (LA) support services for one-off or occasional advice on strategies or equipment

An appropriate intervention programme will be drawn up and itemized on a Provision Map and shared with the parents/carers. The child's progress will be reviewed termly with the parent(s) and their child (where appropriate) and the provision will be amended appropriately.

Provision Map

This will include information about:

- The short-term programme set for the child;
- The provision to be put in place;
- When the plan is to be reviewed;
- The outcome of the action taken.

The Provision Map will record only that which is additional to, or different from, the differentiated curriculum in place as part of normal provision. The class teacher remains responsible for working with a child on a daily basis, and for planning and delivering the programme. The Senco may help plan future interventions and may help to monitor and amend the Provision Map.

The views of parents will be sought and they will be consulted as part of the review process. These discussions will take place at parent/teacher consultation evenings. Wherever possible, the child will also take part in the review process and be involved in setting targets.

Early Years Action Plus / School Action Plus

Triggers for Early Years Action Plus / School Action Plus

Triggers for Early Years Action Plus / School Action Plus could be that despite receiving an individualised programme and/or concentrated support under Early Years Action/School Action, the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below those expected of children of a similar age;
- Continues to have difficulty in developing literacy or mathematics skills;
- Has emotional and behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group,
- Has sensory or physical problems, and requires the provision of specialist equipment and/or regular advice or visits by a specialist service;
- Has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Nature of Intervention

If the child fails to benefit effectively from the programmes of action outlined in Early Years Action / School Action, the Senco in consultation with the teacher will talk to the child's parents about asking for further advice from outside professionals. These may include Education Support Services, Children's Therapy Services and/or other health professionals. Professionals concerned with the education of the child will work together to develop further

programmes of action. These will be discussed with the parents and the child and reviewed. Strategies used at this stage will be additional to and/or different from those used at Early Years Action/School Action.

The delivery of support recorded on the Provision Map will continue to be the responsibility of the class teacher. All those involved with the child will monitor and review the action taken.

In addition, the Senco will be involved in any further assessment of the child, planning future interventions for the child in discussion with colleagues. The Senco will monitor and review the action taken.

Where it is felt that the needs of the pupil are not being met and there are two or more agencies involved with a child, a Common Assessment Framework (CAF) will be set up. This is a standardised way of assessing all relevant aspects of a child's development which can be used by all children's practitioners in England. This will be co-ordinated by a lead professional which can be nominated by parents. All the agencies involved, including the parents, will form a Team Around the Child (TAC) to support that child.

Pastoral Support Plan (PSP)

Pastoral Support Plans are school based programmes which are designed to help a pupil to improve their social, emotional and behavioural skills. The PSP will identify specific targets for the child to work towards and includes the child and parents in the drafting process. All agencies involved with the child work together to help the pupil to meet his/her targets.

When a PSP is thought to be required, the teachers and the child's parents will meet to discuss the plan. At the end of the meeting everyone should be clear about what needs to be done, by whom and by when.

PSPs usually run for about 6 - 10 weeks.

Request for Statutory Assessment

For a very few children, it may be necessary to consider, in consultation with parents and any external agencies already involved, whether or not a statutory multidisciplinary assessment may be appropriate. Where a request is made to the LA for a statutory assessment, the pupil will have demonstrated significant cause for concern and have met **the strict criteria set by the LA**. (Parents also have the right to request a Statutory Assessment). The school will provide detailed evidence to the LA to support this request. The LA will decide within

six weeks whether it will carry out such an assessment by working cooperatively with parents, the school and other agencies.

All children with statements of special educational needs will have annual targets set for them. An Individual Education Plan (IEP) will be drawn up detailing the actions that will be taken to meet the child's needs as stated on the statement of special educational needs. The school, with the help of outside agencies, will then make the necessary reasonable adjustments to the educational environment in order to provide the support that the child requires to make progress.

Individual Education Plan

Strategies employed to enable child with a Statement of Educational Need to progress will be recorded within an Individual Education Plan (IEP). This will include information about:

- The short-term targets set for the child will be decided with the parents and should reflect the targets identified in the statement;
- Teaching strategies;
- The provision to be put in place;
- When the plan is to be reviewed;
- The outcome of the action taken.

The class teacher remains responsible for the work with a child on a daily basis, and for planning, delivering and reviewing the IEP. The Senco may plan future interventions and may monitor and review the action.

The IEPs will be continually kept 'under review' but are formally reviewed termly. Parents' views on the child's progress will be sought and they will be consulted as part of the review process. Wherever possible, the child will also take part in the review process and be involved in setting targets.

The Annual Review of Statements

Following an assessment and where a pupil meets the criteria, a Statement of Special Educational need may be issued. Each statement will be reviewed annually at a meeting with all concerned, including the child where appropriate, to consider whether any amendments need to be made to the description of the child's needs or to the provision specified in the statement. This meeting will also focus on the progress the child has made in the last year and identify targets for the next year. (Statements for children in the Early Years will be reviewed at six monthly intervals.)

In Year 5, a review meeting will be held and all agencies will be invited to attend, including a representative from the preferred secondary school. Those at the meeting will aim to give clear recommendations as to the type of provision the child will require at the secondary school stage.

In Year 6, the Senco of the receiving school will be invited to attend the final annual review of pupils with statements, to allow the receiving school to plan appropriately for the beginning of the new school year. This will also enable the pupil and parents to be involved in an effective and supportive transfer to secondary school.

School Transfers

When SEN children move schools, every effort will be made to provide the receiving school with the school records, detailed background information, copies of IEPs and statements (where necessary).

Exceptional Needs Funding

The school may apply for Exceptional Needs Funding to meet the need of a very small portion of children across the county. Decisions about exceptionality involve complex judgments and procedures are in place to ensure that resources are allocated fairly and consistently.

Schools may apply for exceptional funding through their local SEN cluster where applications are moderated before they are referred to a district decision-making panel.

Central Assessment Framework (CAF)

The CAF is a shared assessment and planning framework for use across all children's services and all local areas in England to meet the needs of children, some of which may be educational. It is a standardised approach to conducting an assessment of a child's additional needs where the needs of the child are not currently being met and require a co-ordinated service provision of two or more services to meet them.

CAFs can be raised by agencies working inside or outside of school, such as the Speech and Language Therapy Service or the Child And mental Health Service to name a few.

Roles and Responsibilities

1. The Role of the Governing Body

- The governing body must have regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs.
- The governing body identifies a governor/s for special educational needs to oversee the school's provision for pupils with special education needs.
- The SEN governor ensures that all the governors are aware of the school's SEN provision
- The governing body will do its best to secure the necessary provision for any pupil identified as having special educational needs.
- The governors, through the headteacher, ensure that all teachers are aware of the importance of providing for these children.
- They consult the Local Authority as necessary and report annually to the parents on the success of the school's SEN Policy.
- The governing body will monitor the notification of parents of a decision by the school that SEN provision is being made for their child.

The following Governors are responsible for overseeing SEN at Welwyn St Marys:

- Mrs Dylis Manno
- Mrs Kirsty Wainright
- Mrs Val Turner

2. The Role of the Headteacher

The Headteacher has the responsibility for the day to day management of provision for all children including those with SEN. She will keep the governing body informed and work closely with the Senco. She, together with the Senco, ensures that all pupils are adequately provided for and that those who teach pupils with statements of special educational needs are aware of the nature of the statement.

3. The Role of the SEN Coordinator

SENCO responsibilities include:

- Ensuring that the school's SEN Policy is monitored and reviewed;
- Keeping a record of all SEN children
- Overseeing the day-to-day operation of the school's SEN policy;
- Coordinating provision for children with special educational needs;
- Ensuring that appropriate Individual Education Plans are in place;

- Ensuring that the necessary Referral Forms are completed;
- Monitoring that the terms and objectives of statements of special educational needs are being met;
- Liaising with and advising fellow teachers;
- Maintaining and overseeing the records of all SEN children, using ICT, where possible to track the progress of children effectively;
- Liaising with and advising the parents of SEN children;
- Liaising with the governors;
- Liaising with and advising learning support assistants;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the Children Schools and Families as well as any voluntary bodies;
- Ensuring that the relevant background information about individual children is collected, recorded and updated;
- Managing the SEN budget;
- Purchasing adequate resources to cater for special needs within school;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs.

Currently, this post is held by Mrs Grimmond.

4. The Role of the Class Teachers

A whole school approach is fundamental to our policy for children with SEN.

Teachers will take account of:

- The different educational and behavioural needs and aspirations of their pupils
- The different learning styles of their pupils
- A range of different teaching approaches

Teachers will:

- Plan for children's full participation in learning, physical and practical activities through the differentiation of these activities and associated materials
- Provide support for children who need help accessing the curriculum
- Help children to manage their behaviour and to take part in learning effectively and safely
- Help children to manage their emotions.

5. The Role of the Teaching Assistants (TA)

Teaching Assistants may be employed by the school or the Local Education Authority and have a crucial role to play in the SEN provision within the school. They deliver programmes of work, generally in Literacy or maths, to individuals or groups of children who require additional support. The children may be taught within the class setting or withdrawn for certain activities. Teaching Assistants (TAs) will be familiar with the Provision Maps and/or Individual Education Plans (IEPs) of the SEN children that they support. The TAs provide feedback to the class teacher on the progress of individual children. TAs may also be asked to carry out pre/post intervention assessments.

6. The Role of the Outside Agencies

Outside Agencies have a role to play at **Early Years Action Plus / School Action Plus** as well as supporting children with a Statement of Special Educational Need. They may work with individual children or small groups. Support may be given on a withdrawal basis or in the classroom, within the school or outside of school. They assist in the identification of needs and in the planning process to develop a variety of teaching methods and help provide effective strategies that will be effective for individual children. They also have a part to play at 'review' meetings.

7. The Role of the Parents

Partnership with parents plays a key role in promoting a culture of cooperation between parents, Local Authority agencies and others. This is important in enabling SEN pupils to achieve their potential. A child's parents have a wealth of knowledge and information about the child. They also provide a valuable source of support for their child's learning at home. Parents will be encouraged to contribute to the child's targets and support these at home. In communicating and working with parents, St Mary's will:

- Have positive attitudes towards parents, respecting the validity of differing perspectives;
- Provide user-friendly information and will be aware of the needs that parents might have a disability or communication and linguistic barriers;
- Recognize the pressures a parent/parents may be under because of the child's needs;
- Gain permission from them before referring their children to others for support.

Parents will be informed about their child's progress at Parent Consultation Evenings and IEP Review Meetings. Additional meetings may be arranged by appointment. Parents also have a responsibility to communicate effectively with

professionals and should communicate regularly with the school, alerting teachers to any concerns and fulfill any obligations under home-school agreements.

8. The Role of the Child

St Mary's believes that the every child should have a voice. All SEN children will be encouraged to participate in discussions and make informed decisions about their education wherever possible.

"Children, who are capable of forming views, have the right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to age, maturity and capability of the child"

United Nations Convention on the Rights of the Child, Articles 12 and 13

Resources and Equipment

The Senco works with classteachers and support staff to ensure that appropriate resources are available for pupils with special educational needs within school.

The headteacher informs the governing body, through the Finance Committee, how the funding is allocated to support special educational needs provision.

Subject co-ordinators take into account the needs of all children when purchasing new materials and also provide help with the use and adaptation of subject related materials to suit pupils with SEN.

Staff Development

The Senco offers some training, help and advice to all staff regarding the support of children with SEN. The Headteacher, coordinators and Senco are responsible for identifying areas for staff development. These are built into the schools INSET programme, learning community meetings and staff meetings. Additional development opportunities and courses are advertised in the staffroom.

Concerns

If the parents of a child with SEN have a complaint, they should arrange a meeting with the class teacher and the Senco. It may be necessary for the Senco to involve the Headteacher in resolving the issue. Concerns can usually be solved by informal discussions with the Senco, Headteacher and class teacher. Where anxieties remain, parents can seek to involve the SEN Governor. However, complex difficulties that cannot be resolved in this way will be referred to Parent Partnership Services with the Local Education Authority.

St Mary's follows the Hertfordshire County Council complaints procedure. Copies of the School Complaints Procedure are available on request.

Monitoring and Evaluation of Policy and Provision

The success of this policy will be judged by:

- The early and accurate identification of children's learning difficulties and needs;
- Children achieving targets set on IEPs;
- Appropriate movement of children through the graduated approach, both up and down through the stages;
- The close links with outside agencies and governing body;
- The regularity of IEP and statement reviews;
- The positive involvement and feedback from children and parents;
- The culture, practice, management and deployment of resources in school

Review of Policy

This policy has been reviewed following the introduction of the revised Code of Practice. It will be reviewed on an annual basis and the Governing Body will report on its effectiveness annually.