



Special Educational Needs and Disability Policy

This policy is in keeping with the school's aims, its learning and teaching policies, and its policy on inclusion. The school is committed to its policy of inclusion; one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having Special Educational Needs (SEN). We aim to ensure that all children's needs are met through the culture, practice, management and the deployment of the school's resources.

The Governing Body believes that all children, regardless of ability and behaviour, should be valued equally at Westminster CE Primary School. Therefore all children's needs are recognised and met through varied and flexible provision throughout the curriculum.

Aims and Objectives

- To ensure that all children have access to a broad, balanced and relevant curriculum which is differentiated to their individual needs.
- To provide a secure and stimulating environment in which all children feel happy and secure.
- To ensure early identification, assessment and provision for any child who may have SEN following the guidance in the current SEN legislation.
- To help every child realise his or her full potential and nurture self-esteem by the celebration of success and endeavours.
- To enable all staff to play a part in identifying pupils with SEN and to take responsibility for recognising and addressing their needs. To encourage the whole school community to demonstrate a positive attitude towards SEN.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and school.
- To involve and support children where appropriate in decision making processes that occurs in their education.
- To follow the guidance set out in the Children and Families Bill (effective from 1st September 2014) which recommends a graduated approach whereby appropriate actions are matched to the pupils' needs. (see the graduated ranges in the appendix)

Definition of Special Educational Needs (Children and Families Bill 2014)

A child of compulsory school age or a young person has a learning difficulty or disability if they: (a)
Have a significantly greater difficulty in learning than the majority of others of the same age;
or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision means:

Working with parents and medical agencies to provide an education Health Care plan that supports the child's needs.

Governors, in co-operation with the head-teacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain oversight of the school's work. There will be an identified governor for SEN who monitors the implementation of the policy.

The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including the provision for children with SEN. He will keep the governing body fully informed. At the same time the Head Teacher will work closely with the SENCO and will ensure that provision is made within the SENCO's timetable for planning and co-ordination

The SEN Co-ordinator (SENCO) working with fellow teachers has responsibility for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with and advising other teachers
- overseeing the records of all children with SEN
- liaising with parents of children with SEN
- contributing to in-service training of staff
- liaising with external agencies including LEA support services and educational psychology services, health and social services, and voluntary bodies.

All teaching staff will have responsibility for;

- setting suitable learning challenges
- responding to diverse learning needs
- overcoming barriers to learning
- assessment for individuals and groups of children
- taking part in appropriate training

Pupils who are struggling with acquiring basic reading, spelling, mathematical, language or gross/fine motor skills will, on occasions be withdrawn to be given individual or group tuition by an LSA. We believe that it is essential that children who are having difficulty learning such skills are supported as soon as possible. Teaching arrangements for children with a Health Care Plan will be determined by the information in their HCP and subsequent Annual Review documents.

Learning Support Assistants are involved in the implementation of the policy as directed by teaching staff.

Special facilities and building adaptations;

There is wheelchair access throughout the school and there are toilet facilities for disabled pupils and staff.

Admissions arrangements

The admissions arrangements at Westminster CE Primary School are currently in line with the Bradford LEA admissions policy.

The School's Responsibility

- **Curriculum entitlement.** All children including those with special educational needs will have access to a broad and balanced curriculum.
- **Allocation of resources.** The Governors, through the Finance committee, will allocate funds to meet the needs of pupils with special educational needs. The Finance Committee will draw the attention of the Governors to the amounts delegated to the school by the LEA under special needs headings in the Section 122 Statements and to the amounts allocated for SEN in the proposed school budget. The Head Teacher will manage the funds allocated by the Governors to meet the differing needs of the children with SEN. The Governors require the Head Teacher and the SENCO to ensure that optimum use is made of resources.
- **SEN training for staff.** Whole staff training in SEN will be met through INSET provision. SEN training will be organised as required to meet the current needs of all staff and will be led by the SENCO or by appropriate outside agencies. Learning Support Assistants will be invited to attend relevant training sessions and external courses.

SEN Process at Westminster CE Primary School

Please see the local offer in appendix 1 of this policy also accessible on the schools website.

□ Range One

Record the date on the SEN register.
Individual education Plan is developed

The teacher sets short term targets for the child, planning for lessons is differentiated and special provision is made using resources, groupings and support staff to address certain identified learning areas.

After one term, review the progress of the child with staff and parents. If the child has made progress within the differentiated work provided, with support as in place, then the child will stay at Range One at the school's discretion. If, however the child is making little or no progress at Range One and the school feels more support is needed then he/she moves to Range Two.

□ **Range Two**

Record change and date on the SEN register.

Range Two is the next stage in the SEN support and assessment process, when external services are involved. At this stage, the SENCO will become more involved, arranging meetings, external involvement and assessment. These specialists will usually see the child in school so that they can give advice to teachers on new IEP targets and accompanying strategies. The support may also include assessment and writing reports or advice. The kinds of advice and support will vary according to the needs of the child.

An IEP is written by the teacher in consultation with the SENCO, support staff, outside agencies, parents and child. This will be reviewed termly.

Collect the Evidence

The class teacher now starts to collect the evidence against the concerns. This is done for half a term. The teacher will have already discussed the child with the SENCO for advice.

Set up an individual file for the child, including the date and context of each example of evidence. At the end of half a term use the evidence to decide:

- a. To access further external advice
- b. To move the child on to Range Three

□ **Range Three (see appendix)**

School will act upon the advice from external agencies and develop a personalised provision map developing a range of SMART targets and offering a personalised learning programme dependent on the pupil's specific needs.

□ **Range Four**

A MAR is organised and an application for an Educational Health Care Plan may be made and targets set for the pupil. Additional funding can be accessed at this stage if the application for EHCP is successful.

□ **Transition to Special or Mainstream Schools**

Whenever any pupil with an Educational Health Care Plan transfers to another school, including special schools, the school will pass on relevant information. In addition there will be a Transition Review held in the autumn term where parents can express and discuss the choice of secondary school. Dialogue will then be set up with the receiving school's SENCO to organise visits in the

summer term. Children with an EHCP will have access to transition support from Learning Mentors.

Identification and Intervention

Triggers indicating the need for intervention at Range 1 (see appendix)

Despite receiving differentiated learning opportunities, the child:

- makes little or no progress even when teaching approaches are targeted in a child's differentiated area of weakness
- shows signs of difficulty in developing literacy and numeracy skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties despite the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Triggers indicating the need for intervention at Range 2 (see appendix)

Despite having had an individualised programme and/or concentrated support under School Action, the child;

- continues to make little or no progress in specific areas over a prolonged period
- continues to work at national curriculum levels substantially below that of his/her peer
- continues to have difficulty in developing literacy and numeracy skills
- exhibits emotional or behavioural difficulties which substantially interfere with the child's own learning or that of the class despite having individualised targets for behaviour
- has sensory or physical needs requiring additional specialist equipment or regular advice or visits by a specialist service
- demonstrates on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Assessment of progress

Staff at Westminster CE Primary School assess the progress of all children in line with the school's Assessment Policy. Teachers will monitor the standard of attainment of individual pupils through;

- Teacher observation and marking of daily work □ National Curriculum Targets.
- SATs.
- Reading and Spelling assessments.
- P Scales for children working below Level 1 of NC.
- Foundation Stage Assessment.
- Assessment of IEP targets.

Parent Partnership

Our aim at Westminster CE Primary School is to develop a partnership where professionals and parents work together in the best interests of the child. The views and wishes of the child are also sought.

The school follows the SEN Code of Practice which states the key principles involved in communicating with and working in partnership with parents and these include;

- having positive attitudes towards parents, respecting the validity of differing perspectives
- providing user-friendly information and procedures, and being aware of the needs parents might have of a disability or communication or linguistic barriers
- recognising the pressures the parents may be under because of the child's needs □
acknowledging the importance of parental knowledge and expertise in relation to their child
- gaining parental permission before referring them to others for support

In addition, parents are welcome to talk to teachers whenever they have a concern about a child at a mutually convenient time.

Relationship with outside agencies

The school has full access to Education Bradford's SEN Support Services and can enlist the help of support services and outside agencies which may include:

- Learning Support Service
- Educational Psychology Service.
- Social, Emotional and Behavioural Support Service.
- School Nurse.
- Visual or Hearing Impairment Service.
- Speech and Language Therapy Service.

Monitoring and evaluating the success of the policy

The SEN Code of Practice lists critical success factors as:

- the culture, practice, management and deployment of resources in the school are designed to ensure the needs of all children are met
- any children special educational needs are identified early
- best practice is exploited when devising interventions
- the wishes of the pupil are taken into account
- educational professionals and parents work in partnership
- interventions for each pupil are reviewed regularly

Complaints Procedure

If parents have a complaint about the SEN provision in school they may initially contact

- the class teacher
- the SENCO
- the Head Teacher

In response the class teacher and the SENCO will provide evidence of work undertaken, IEP targets and assessments of progress to be discussed with parents. If a problem is still not resolved parents may then contact the Governing Body to request a meeting. This may lead to a formal complaint to the LEA or with an appeal to the SEN Tribunal.

This policy should be read in conjunction with all other school policies, in particular, Learning and Teaching, Inclusion, Assessment and Behaviour.

Appendix 1 SEN ranges.

Appendix 2 SEN Local offer.

Review date: October 2016

Date the policy was ratified by Governors: October 2015

Signed.....Chair of governors