



# **St Barnabas and St Philip's CE Primary School**

## **Special Educational Needs and Disability Policy**

<b>Date</b>	November 2022
<b>Approved by</b>	Full Governing Body
<b>Date for Review</b>	November 2023

## Introduction

The Special Educational Needs and Disability Act (2001) provides a positive framework for inclusion in a mainstream education for children with special educational needs. The Act enables more children with special educational needs to be included successfully within mainstream education.

The SEN Code of Practice (2014) states that children with special educational needs should have full access to a broad, balanced and relevant education. High quality education responds to children's diverse talents and needs by emphasising individual achievement. The child's special educational needs should be fully and appropriately met.

St Barnabas and St Philip's School seeks wherever possible to remove the barriers to learning and participation that exclude children with Special Educational Needs, and to engender a sense of community, encouraging children, parents and staff to support each other. This partnership aims to assure parents and carers that the school has their child's best interest and welfare at heart.

This policy follows the SEN Code of Practice (2014). It reflects the consensus of opinion of the teaching and non-teaching staff, and has the support of the Governing Body as of September 2021.

## Aims

- To create an environment that meets the special educational needs (SEN) of each child to ensure they achieve their learning potential and engage in activities alongside pupils who do not have SEN.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well- targeted continuing professional development
- To ensure support for pupils with medical conditions and full inclusion in all school activities through consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments, enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education Authority and other external services, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools within the area of the local education authority;

## Children with disabilities (including medical conditions)

It is important to note that children 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'. Long term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This may include sensory impairment affecting hearing or sight and those with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is an overlap between disabled children and those with SEN. Disabled pupils requiring special educational provision will also be covered by the SEND definition.

Schools must not discriminate against, harass or victimise disabled children and young people. At St Barnabas and St Philip's CofE Primary School, staff plan and make reasonable adjustment including providing auxiliary aids and services to ensure disabled children are not at a disadvantage compared with their peers. St Barnabas and St Philip's CofE Primary School seeks to promote equality of opportunity and fosters good relationships between disabled and non-disabled children.

### Looked After Children (LAC)

Pupils who are identified as 'Looked After' may or may not have a SEN but are highly likely to require support. It is imperative that the needs of LAC, many of whom have experienced difficult and unstable home lives, are assessed quickly and efficiently and that children are provided for so that the impact of this on their education is reduced to a minimal.

### Entitlement to Special Educational Needs

It may be the case that some children have a Special Educational Need for a short part of their school career, whilst for others it may be long term.

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

### **At St Barnabas and St Philip's Cof E Primary School we aim to ensure that:**

- Identification of a child's needs takes place at the earliest possible stage;
- Progress is monitored through continuing observation and assessment;
- Records, which are clear, informative and up to date, track the child throughout the school;
- There is equal access to the curriculum and equality of opportunities in all aspects of school life for children with Special Educational Needs (Equality Act 2010);
- Children feel valued and supported within the school community, and have a positive self- image;
- Children's views are sought in relation to their own needs and how they should be met;
- Parents are informed at an early stage and are involved in the programme of support.

### Identification of Special Educational Needs

The school aims to identify children with SEN as soon as possible. Early Intervention and response improves the long term outcomes for students.

Identification is supported by:

- Class Teacher Assessment;
- Observation by the Senior Leadership Team;
- Observation by external support agencies;
- Foundation Stage Profiling;
- SATS – KS1 and KS2 National Tests;
- Standardised termly tests;
- Parental Consultation;

Once a Special Educational need has been identified the following actions take place:

- Evidence is collected through work samples and observations;
- A School/Family Consultation with parents is arranged;
- A Learning Conversation takes place with the child;
- Long term objectives, and strategies to meet them are identified;
- Resources are allocated to support the objectives identified;
- Short term targets, success criteria and review dates are set;
- The LA SEN criteria are consulted;
- The child is placed on the SEN Register;
- Reviews are scheduled termly to fit in with formal assessments and parental consultations

The LA provides detailed advice on the criteria for identification, along with suggested support that reflects and enlarges upon the Code of Practice in their document, Education, Health and Care Planning Pathway Guidelines For Educational Settings And Practitioners (Sep 2014).

## Categories of Special Educational Needs

Children's needs may fall within one or more of these broad areas;

- Cognition and Learning
  - Follows LA guidance on a Dyslexia friendly classroom;
  - Employs suitably qualified support staff to implement specialist teaching strategies;
- Communication and Interaction
  - Provides input based on guidance from a Speech and Language Therapist;
  - Takes guidance from an Educational Psychologist;
  - Involves the Autism and Early Years Intervention Team;
- Social, Mental and Emotional Health
  - Involves the support of the Behaviour Intervention Team;
  - Undertakes training on physical handling;
  - Referral to CAMHs, Early Help Team, Behaviour and Family Support Team;
- Sensory and/or Physical Impairment
  - Uses software and equipment supplied by CENMAC;
  - Follows an Occupational Therapy programme;

## The Register of Special Educational Needs

### **School Awareness**

Before a child is entered onto the SEN register some concerns may have been raised. The child will be monitored and information gathered. This stage is for the benefit of all the professionals involved within the school so that there is heightened awareness of their needs, and with the view that they may need SEN Support or to be put on the register at a later date.

### **School SEN Support**

*"A child with SEN should be provided with interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies"* Code of Practice.

The triggers for SEN Support are defined as;

- *Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness*
- *Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas*
- *Presents persistent emotional and/or social difficulties, which are not ameliorated by 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.*

When reviewing a child's progress it is felt that despite the concentrated support the child *"continues to make little or no progress in specific areas over a long period,"* in those areas defined as triggers for SEN Support, then a request for external support services involvement may be made. The parents will be consulted, and the SENDCo would contact the different Education, Health or Welfare services. The involvement of specialists need not be limited only to children on the SEN Register.

### **Education and Health Care Plan (EHC)**

If a child demonstrates significant or long term cause for concern, a school or parent may request the LA (responsible for the child) to make a formal assessment for an Education and Health Care Plan.

The school provides written evidence of SEN Support, the views of the child and parents, and involvement of other professionals. The LA makes a decision based on the evidence and notifies both the parents and the school (Appendix 1).

A child with an Education and Health Care Plan may have provision funded in accordance with the LA Local Offer. The EHCP will identify outcomes for SEN Support and outline objectives, provision and arrangements for monitoring progress. Non-Educational Needs will be agreed by the health and/ or social services. Funding will be based on the level of provision needed to meet the outcomes.

The School Offer outlines what intervention the school can provide. It will hold a review of the EHC plan involving the parents and professionals concerned, to assess the continuing appropriateness of the Education and Health Care Plan. The outcome of this review is agreed with the parents and LA.

A child may enter school in Reception with an Education and Health Care Plan already in place.

### Admission Arrangements

Applications for a place at the school are based on the admission criteria stated in the admissions policy. Children with special educational needs, but without an Education and Health Care Plan, will be treated as other applicants and on the same criteria.

Where a child has an Education and Health Care Plan naming a particular school, the school is legally required to admit that child. As such, children with an EHC plan take automatic precedence over all other children. Discussion should take place between the school and the Local Authority before the school is named in an Education and Health Care Plan. We have a duty to avoid any discrimination, and would therefore only refuse on the grounds of the restrictions of the building, health and safety issues or incompatibility with the efficient education of other children.

Before children come to school we endeavour to;

- visit our feeder schools and collect information about their educational history and needs;
- undertake visits to discuss individual needs in more detail with the parents/carers;
- collect information about any educational support services who are involved with the child.

Once children arrive in school, we will;

- undertake a range of assessments to establish their strengths and areas of need
- review any existing Individual Educational Plans in consultation with the child's parents/carers
- discuss the placement of the child on the school's SEN register with parents/carers
- make sure that information about children's SEN is passed on to appropriate school staff
- give parents/carers information about appropriate services provided by the Local Authority.

### Transition Arrangements

When children leave the school we will:

- Liaise with the receiving school
- Pass on information about the child's educational history
- Complete other transfer documentation as required

### Our approach to teaching pupils with SEN

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

### Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### External Support Services

- Educational Psychology Consultation Service.  
The Educational Psychologist makes regular visits to observe a child in class, consult with the class teacher or meet for a joint family/school consultation. Advice may be sought regarding learning or behaviour; a cycle of assessment, review and consultation then begins to support the child. The Educational Psychologist is also available to speak to parents outside the school environment.
- Autism and Early Years Intervention Team / Behaviour Intervention Team  
Teachers who are skilled in supporting child's behavioural and emotional needs. A teacher may come into school to work regularly with either an individual or groups, to teach strategies to manage behaviour.
- National Health Services  
Behaviour and Families Support Team and Child and Adult Mental Health Service can supply:
  - Clinical Psychologist
  - Speech and Language Therapy
  - Occupational Therapy
  - Physiotherapy
  - Music Therapy
  - Counselling
  - Wellbeing Practitioner
- CENMAC- the Centre for Micro-Assisted Communication for children requiring additional I.T equipment or software.
- Early Intervention for Families
  - Family Therapist
  - Family Support Worker
  - Community Living Well
- Early Help Team (Education Welfare) / Social Services  
Monitors absence and lateness and supports the school and families to overcome difficulties.

### Record Keeping

Records are maintained centrally for every SEN child by the SENDCo. These are available to class teachers as digital records and are made available to external agencies working with the child. They ensure that each child has their learning personalised to access a relevant and balanced curriculum tailored to his/her needs. Class teachers meet with the SENDCO termly to discuss the records for any child with SEN and to review targets. At the end of the academic year a transfer meeting is arranged between the current class teacher and the receiving teacher in order to discuss the individual personal profile for the coming year.

### Funding

The LA provides a delegated budget through its School Offer which contains a sum of money allocated for SEN provision. This provides for resource purchases, learning support time, and Continuing Professional Development.

### Roles and Responsibilities

**The Governing Body** should:

- determine the school's general policy and approach to provision for children with SEN and maintain a general oversight of the provision for children with SEN;
- have a named governor with responsibility for SEN who will meet with the SENDCO to keep informed of SEN issues.
- appoint the statutory position of SEN coordinator.

- establish the appropriate funding and staffing arrangements;
- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Ensure the school website provides up to date information on SEN policy and Local Offer
- They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
- The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments

#### **The Headteacher**

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **The SENDCo**

- Reviews and advises Governors on SEN policy;
- Reports termly to the Governors;
- Takes responsibility for the day to day implementation of the policy;
- Maintains children' records with current and cumulative information;
- Provides the LA with details of Children with SEN;
- Supports the LA in their audit of the School's provision and adherence to the Code of Practice;
- Monitors SEN practice within the school;
- Liaises with external agencies to provide suitable support;
- Maintains a commitment that staff are properly trained to meet individual needs and organises Continuing Professional Development to that end;
- Informs members of the school community of any relevant issues;
- Leads on the assessment for and maintenance of the SEN Register;
- Supports class teachers towards early detection and assessment of children with SEN;
- Supports staff in developing programmes of support;
- Ensures that Individual Pupil Profiles are in place;
- Timetables and monitors SEN Support for children with SEN;
- Liaises with parents/carers;
- Organises review meetings for children with an Education and Health Care Plan;

#### **Class Teachers**

- Are responsible for delivering quality first teaching to all pupils.
- Are responsible for the learning of all the children in their class including those with SEN;
- Are responsible for the early identification, assessment and monitoring of SEN children;
- Develop attainable targets to encourage and promote self-esteem for SEN children and plan lessons and support accordingly;
- Liaise with parents/carers and report on the child's progress;
- Arrange suitable transition to the next teacher and class;
- Are familiar with the Code of Practice;

#### **Teachers' Assistants**

- May be asked to support individuals or groups with SEN,
- Are familiar with child's targets;
- If a SEN TA is employed as part of an Education and Health Care Plan, they will work according to the strategies and targets outlined in the Education and Health Care Plan. That could be individually, in groups

or in a class setting. They will be involved in the monitoring and recording of the child's progress and take part in meetings where appropriate.

#### Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

#### Review

The Headteacher and staff will review this policy in the Autumn Term of 2023; any suggested amendments will be presented to the Governing Body for discussion.

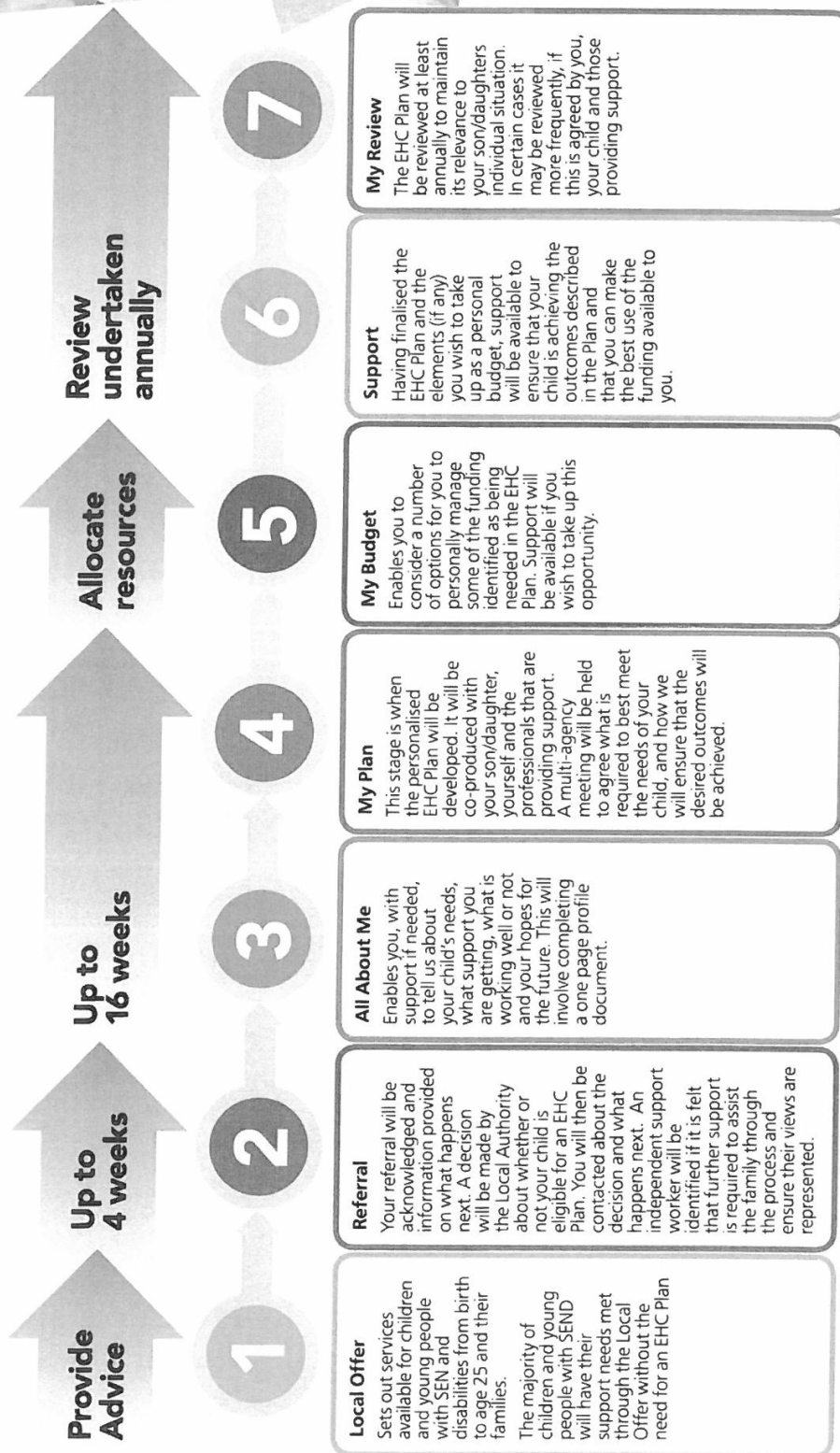
#### Source Documents

- Education Act (1996) Part IV: Special Educational Needs
- SEN and Disability Act 2001
- Inclusive Schooling – Children with SEN (2001)
- Removing Barriers to Achievement: The Government's Strategy for SEN (2004)
- Disability and Equality Act (2010)
- SEN Code of Practice 2014
- Children and Families Act (2014) Chapter 6



# A Personalised Pathway

Maximum duration for the statutory element of the pathway is 20 week



**Local Offer**  
Sets out services available for children and young people with SEN and disabilities from birth to age 25 and their families. The majority of children and young people with SEND will have their support needs met through the Local Offer without the need for an EHC Plan

**Referral**  
Your referral will be acknowledged and information provided on what happens next. A decision will be made by the Local Authority about whether or not your child is eligible for an EHC Plan. You will then be contacted about the decision and what happens next. An independent support worker will be identified if it is felt that further support is required to assist the family through the process and ensure their views are represented.

**All About Me**  
Enables you, with support if needed, to tell us about your child's needs, what support you are getting, what is working well or not and your hopes for the future. This will involve completing a one page profile document.

**My Plan**  
This stage is when the personalised EHC Plan will be developed. It will be co-produced with your son/daughter, yourself and the professionals that are providing support. A multi-agency meeting will be held to agree what is required to best meet the needs of your child, and how we will ensure that the desired outcomes will be achieved.

**My Budget**  
Enables you to consider a number of options for you to personally manage some of the funding identified as being needed in the EHC Plan. Support will be available if you wish to take up this opportunity.

**Support**  
Having finalised the EHC Plan and the elements (if any) you wish to take up as a personal budget, support will be available to ensure that your child is achieving the outcomes described in the Plan and that you can make the best use of the funding available to you.

**My Review**  
The EHC Plan will be reviewed at least annually to maintain its relevance to your son/daughters individual situation. In certain cases it may be reviewed more frequently, if this is agreed by you, your child and those providing support.

**Provide Advice**  
Up to 4 weeks

**Allocate resources**  
Up to 16 weeks

**Review undertaken annually**

**Start of pathway**

**Steps 3 to 7 are only followed if the decision is made to proceed to a co-ordinated assessment and EHC Plan**