

St Andrew's C.E. Primary School

Special Educational Needs Policy



MISSION STATEMENT

With God's help we aim high

We believe that St. Andrew's C.E. Primary School exists to provide life's main opportunities for our children guided by and learning from the example and teaching of Jesus Christ.

These opportunities come from an ethos and curriculum that provide maximum learning experiences for each individual child, no matter what their particular learning abilities may be.

We will aspire to a curriculum which results in the enjoyment of learning, children who feel good about themselves and in which everyone can be good at something. We will encourage pupils to show tolerance and respect for each other, set themselves high standards, to take pride in their work and do their best.

We will provide curriculum enrichment activities including first hand experiences, creative opportunities, visits and visitors.

We will offer every child the chance to achieve as much as they are able.

We will achieve high standards for all children, giving them secure foundations for future learning and success in life.

1. Introduction

At St. Andrew's C.E. Primary School, we believe, as set down in our Mission Statement that all pupils must be enabled to reach their full potential and be included fully in our school community and grow in independence and in the acquisition of skills, attitudes and values. To this end, all the staff are committed to providing a climate of warmth and acceptance which encourages self-esteem, confidence and empathy towards others, thus furthering the development of the whole child. We aim to raise the aspirations and expectations of all pupils with Special Educational Needs (SEN) with a focus on outcomes and not solely on hours of provision or support. The Special Educational Needs Co-ordinator (SENCO) is Mrs J. Hunter and the Special Needs Governor is Mr C. Higson.

This SEN Policy will be used alongside and in conjunction with 'The Local Offer' offered by Bolton Education Authority and various other school policies namely; The Attendance Policy, The Parental Involvement Policy, The Pupil Premium Policy, The

Behaviour Policy and is embedded in the Teaching and Learning Framework of the school.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher and the SENCO this policy applies to all other members of staff both teaching and support staff in their day-to-day responsibilities.

This policy was written in consultation with staff and governors of St. Andrew's C.E Primary School Autumn Term 2018.

2. Objectives

- To ensure that all learners individual and special needs are met effectively so that they can receive their educational entitlement and that they are given equal access to a broad, balanced and relevant curriculum.
- To ensure that provision for students with individual and special needs is central to curriculum planning and that teaching and learning is differentiated appropriately for their needs so that they can achieve high standards and make good progress for their abilities.
- To recognize and record students' strengths and successes to encourage a positive self image.
- To ensure that those with management responsibility and individual staff accept responsibility for planning, organization and provision of appropriate educational materials and resources for pupils displaying individual and special needs.

3. Identifying Special Needs

Children have a learning difficulty if they;

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- 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 Bolton authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them. (Code of Practice September 2014)

In addition, we recognise that other factors may impact on a child's progress and attainment at school and these are considered and monitored to ensure children can fulfil their potential and achieve greater well being.

- Disability (the code of practice outlines the "reasonable adjustment" duty of all schools.
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child.
- Being a child of a serviceman or woman.

4. A Graduated Approach to SEN Support

Once a potential special educational need is identified, four types of action will be taken to put effective support in place

1. Assess: 2. Plan: 3. Do: 4. Review

and this will be known as the graduated support. With the parents and child's involvement the child will be placed on a SEN register.

For higher levels of need, the SENCO will seek advice and expertise from appropriate external agencies and professionals to arrange intensive additional SEN support in any of the four areas previously mentioned to aid the child's progress further. Pupils Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

Where a pupil is receiving additional SEN support, the school will ensure that appropriate staff meet with parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school. Individual pupil progress at additional SEN support level will be intensively monitored three times per year by the school tracking system in conjunction with Parents. School Rewards Systems will be paramount at every stage to encourage and promote the child's self esteem.

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan will be started by the SENCO in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Bolton Education Authority. Details of these arrangements are available from the Headteacher and the SENCO.

Learners with a statement will continue to have access to the whole curriculum unless a specific exemption has been made and agreed. Additional funding will then be available to provide additional support for the child. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor will be encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Headteacher.

5. Managing pupils needs on the SEN Register

Children on the SEN register have individual targets which are set each term to meet their additional and specific needs. These targets identify exactly what needs have been identified and how to overcome any barriers to their learning, teaching strategies to be used and how the child will be supported. They state clear outcomes to be achieved in that term. This is part of a school procedure called Assertive Mentoring. Their progress is monitored termly on the school tracking system and targets are reviewed and developed with the child. The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

Some children access speech therapy each week which is funded by the school. Single Agency Requests may be made to Educational Psychology, Ladywood Outreach Service, Behaviour Support Service or CAMHS to further the children's progress. Parents and pupils are engaged throughout this process.

6. Criteria for exiting the SEN Register

A child may be removed from the SEN register when in consultation with pupil, parents and appropriate staff it is felt that:

- The attainment gap between the child and his or her peers closes
- The attainment gap does not become wider
- The child demonstrates an improvement in self-help, social and personal skills
- The child demonstrates improved well-being

7. Supporting pupils and their families

Parents are able to access the school website and read policies which give advice about The School Admissions Policy, Medical Conditions Policy and information about the School's Local Offer.

Transition arrangements exist for all age ranges through school to ensure a smooth transition from each class. As children move from Year 2 to Year 3 they are assigned a Happy Helper from Year 5 to assist their transition and well being. In addition, teachers work closely with nurseries and secondary schools, exchanging all relevant information when pupils transfer and meeting with feeder teachers to pass on information about pupils thereby ensuring their needs are met. Similarly, records will be forwarded to the receiving school if a pupil moves to another primary school.

In addition, children receive support by being given extra time to complete assessments due to their particular need. This is arranged by the Headteacher for the Year 6 SATS.

8. Supporting pupils at school with medical conditions

The school recognizes that pupils at school with medical conditions should be properly supported so that they have access to education including school trips and Physical Education. The school has access to a school nurse. Some children with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010. Some may have Special Educational Needs (SEN) and may have a Statement, or Education Health Care Plan which brings together health and social care needs, as well as their SEN provision.

Arrangements for supporting pupils at school with medical conditions are available on school website and in the school prospectus. All staff have been trained in the use of an EpiPen and have undertaken defibrillator training.

9. Monitoring and evaluation of SEND

School regularly and carefully monitors and evaluates the quality of provision we offer pupils each term. Also, parent views, pupil's views are sought and acted upon and through the role of the Governors in school. This promotes an active process of continual review and improvement of provision for our pupils.

Training and Resources

In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of pupils all staff are encouraged and provided with opportunities to undertake training and development.

Criteria for Evaluating the Success of the SEN Policy

The SENCO analyses the progress made by children with SEN on a termly basis and compares this to their own progress targets and the attainment made by those children not on the SEN Register of the same age thereby ensuring that the children with SEN make adequate progress.

A child is considered to be making adequate progress when:

- The attainment gap between the child and his or her peers closes
- The attainment gap does not become wider
- The child demonstrates an improvement in self-help, social and personal skills
- The child demonstrates improved well being

Achievements made by children with SEN in the end of Key Stage 2 SATs are also analysed and are compared to their attainments at Key Stage One.

Arrangements for Considering Complaints about SEN Provision

As a school we actively seek to work closely with parents; however, we recognise that parents of children on the SEN Register may, from time to time, be dissatisfied with the support their child is receiving. Dependent on the nature of the complaint the parent will be advised to consult:

- The class teacher
- The SENCO
- The Head teacher
- The Governors
- The LEA

Any parent who has a complaint that is not quickly or easily resolved will be notified of the LEA's arrangements to provide information and advice on SEN matters, that is, the Parent Partnership Service.

Adopted by the Governing Body November 2018

To be reviewed November 2019

This policy will be reviewed annually.