



ST MICHAEL'S R.C. PRIMARY SCHOOL

POLICY for SPECIAL EDUCATIONAL NEEDS AND DISABILITY **2016-17**

1. Policy for Special Educational Needs

We believe that every child in our school has individual strengths and weaknesses. We work to provide a broad and balanced curriculum which is accessible to them all, whatever their level of need.

Although this is a key aim for all pupils at St. Michael's RC Primary School, we also acknowledge that within the concept of individual differences is the understanding that some children will have 'special educational needs'.

The January 2015 Code of Practice (DfE 00205 -2015) states that:

'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of school age or a young person has a learning difficulty or a 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

We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs and we aim to keep them fully involved in the partnership of home and school, supporting their child's education.

We also believe that all children should be actively involved in their own education and learning as soon as possible. We also recognise the importance of taking their views into account (if children are able to share these views). As far as possible, we will make every effort to involve the child in decision making about any special provision they need and how this will benefit them.

We believe that each child at St. Michael's RC Primary School is entitled to experience all areas of the curriculum at an appropriate level and pace. Therefore, we are constantly scrutinizing, observing, reviewing and developing the teaching practices and procedures to ensure that the needs of all children are identified and assessed. This will, in turn, ensure that the curriculum is planned to meet their needs.

Alongside the academic development of each child we recognise the need to ensure that the social, emotional, physical and moral development of each child is supported. We understand that that some children will need additional support in these aspects of their development to ensure access to the whole curriculum, so appropriate support strategies are put in place, when necessary. If additional specialist advice and support is necessary, we will contact the appropriate external agencies and seek advice or assessment.

We are committed to effective collaboration between all the agencies involved with a child, and value the multi-disciplinary approach to meeting the special educational needs the children that need it. We will actively support the establishment and maintenance of close links with all agencies working with the child.

We aim to promote equal opportunities for all pupils, irrespective of age, gender, race, culture or disability.

We do not regard a child as having a learning difficulty because the language or form of language spoken in the home is different from the language in which he or she will be taught. However, when children who have English as an additional language make slow progress, we do not assume that their language status is the only reason; they may have additional learning difficulties.

We look carefully at all aspects of the child's performance in different subjects to establish whether or not the problems are due to limitations in their command of the language used. We gather information about their proficiency in the languages that they speak within their home by speaking with parents, using an interpreter if necessary, to help us make a full assessment. The information about their language skills obtained in this way will form the basis of all further work in assisting them with their learning difficulties and in planning any additional language support that is needed.

When children are new arrivals in England, we aim for early identification and assessment of their language and learning needs so that appropriate interventions can be put into place to support them.

2. Co-ordinating the day to day provision of education for children with special educational needs

In accordance with the Code of Practice, Mrs Emma Cox will be responsible for promoting, implementing and monitoring the SEND policy. Mrs Cox obtained the National Award for SENCos in November 2016. She is responsible for the deployment of Teaching Assistants and HLTAs, actively engaged in providing appropriate support for those children who have been identified as having additional learning needs.

The Governing Body of the school has appointed a governor (Mrs. Margaret McDowell) with responsibility for Additional Educational Needs at St. Michael's School. Mrs. McDowell visits school regularly to discuss SEN provision and its effectiveness within the school with the Inclusions Leader.

3. Identification, Assessment and Provision

The Children and Families Bill 2013 meant that changes to the SEND system came into effect from September 2014 but ways that pupils with SEN are identified remain the same as before and include the following:

- they have been identified as needing extra help by Medway Individual Children Support Services (ICSS), by the Children's Therapy Team or have a medical diagnosis
- concerns are raised by parents/carers, teachers or the child's previous school or setting
- those children fail to make expected progress.
- there is a change in the child's behavior which impacts upon their learning.
- the pupil him/herself asks for help.

After discussion with teaching staff and parents, pupils may be added to the SEN register kept by the Inclusions Manager. However, the person centred nature of the new reforms, mean that the old staged responses have been replaced by a graduated response focused on the needs of the individual using the Assess, Plan, Do and Review cycle.

ASSESS assess the specific need
PLAN plan interventions/deploy support /allocate resources to meet the need
DO carry out the intervention/deploy staff
REVIEW evaluate progress and effectiveness of intervention/support

There is no set number of APDR cycles that need to be carried out before it is decided that a Statutory Assessment for an ECHP is required. In light of the expectation that the needs of the majority of children can and should be met within mainstream provision.

It is when the need and cost of support to ensure the child's planned outcomes can no longer reasonably be met by the school out of its own resources, that a request for a statutory assessment will be made. Parents will be consulted and involved in this whole process.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans may combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer at:

<http://www.medway.gov.uk/childrenandyoungpeople/medwayslocaloffer.aspx>

Or by speaking to Medway's SEN Team on 01634 331 123

4. Links with other agencies and voluntary organisations

We have strong links with outside agencies and seek advice and support from external agencies in the identification and assessment of, and provision for, SEN. We also advise parents about how to get support from voluntary agencies such as :

- Family Action Kent parenting Support Service
- Kent Autistic Trust.
- Magic – ASD

The IL is the designated person responsible for liaising with the following agencies:

- The Education Psychology Service
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Outreach Support services

We also have a good network of Outreach support services that support teachers and children in school. These are:

Bradfield's outreach service.
Danecourt outreach Team
The Marlborough Outreach Team

Once a referral is made to one of the teams above and accepted, a specialist teacher will then come into school to observe the child in their classroom environment and then make recommendations about how we can best support them. Notes of visits are also sent home to parents for their information.

5. Record keeping for Special Educational Needs

The Inclusions Manager keeps an up-to-date copy of the School Register of Special Needs which indicates those pupils that have been identified as requiring additional learning support. The register is formally reviewed on a termly basis after the Pupil Learning Review, but pupils may be added at any time during the year if need is clearly identified. Alternatively, if a child has made good progress through targeted intervention and support, after discussion with parents and teachers, they will be taken off the register if they no longer require additional support and help.

A file is opened for each pupil identified as having SEN. These files are kept in the Inclusion Manager's office. These files contain all relevant documentation that contributes to the identification and assessment of the child's learning difficulties. They also include minutes from the ISR, letters to or from parents and copies of referrals made to outside agencies and any subsequent reports and recommendations. Previous and relevant review notes are also filed here.

Each classroom has an SEN file containing a class provision map, behavior support and intervention plans and other useful documents linked to SEN for that particular class. As the information is confidential it is kept in a safe and secure place in the classroom in a locked cupboard. Each TA assigned to a class also has their own SEN file containing information about interventions that they are undertaking and relevant information for individual children. TAs keep records of children's progress and next steps for learning and these are

reviewed daily by the TA and then relevant information is shared with the Class teacher.

6. The In School Review

Core membership of the ISR consists of the Headteacher, the IL, Educational Psychologist and Speech and Language Therapist. Members of the other support agencies, e.g. School Pastoral Support Manager, Social Services may be invited to attend if appropriate. Class teachers will be asked to think about and discuss any other children that they have concerns about with the IL prior to them submitting children to be discussed at the ISR meeting.

The IL will prepare the agenda for the ISR, and send this out in advance to those outside agencies attending the meeting. Information about the pupil's difficulties will have been collated prior to the meeting.

Parents are informed that their child's learning needs are to be discussed prior to the meeting and they will be advised of the outcome by letter.

The IL is responsible for writing the minutes of the ISR and keeping notes for each pupil discussed. A copy of the minutes for individual children is kept in their SEN file.

7. An Inclusive Environment

Children with additional learning needs are regarded as full members of the school community and the provision for them is inclusive. The children have full access to the environment, resources, staff and activities. Class teachers plan and differentiate work according to children's abilities and use appropriate strategies for those children identified as needing specific support.

8. Parental Involvement

We recognise the knowledge and experience which all parents can contribute when supporting the education of their child. We work hard to foster a partnership with all parents that encourages them to play an active part in their child's education. This is especially important when a child has difficulties with learning and we seek to identify those needs, whether academic, emotional or behavioral, and find the best ways of supporting them.

We encourage parents to approach the school whenever they wish to discuss issues and concerns they may have about their child. We also invite parents in to discuss recent assessments and reports from outside agencies and explain what this means for the child in terms of learning in the classroom.

New parents

We encourage parents of children with special Educational Needs that are new to our school to meet with the SENCo and class teacher before their child starts at St Michael's School, to discuss their child's needs. In addition to our normal induction procedures, we also encourage them to make extra visits to the school with and without their child, in order to help them, to settle in more easily.

Transition plans

For one or two children it is recognized that some children may struggle with the move to Reception Class and the hours in school being offered. We are able to work closely with parents and teachers to carefully plan and monitor a transition period with the child where they will attend school for a reduced number of hours, building up slowly and surely to being in school for full days.

This can then build up over a period of time until the child is thriving in the environment. In accordance with parents and the school, we are able to adjust this according to the child's needs and that of other children in the class. The longest this transition would carry on for would be for 6 weeks with consultation with the parent. It is important that the child settles into school but also is educated full time to receive the same offer of provision as the other children.

Open Day Appointments

We also hold parents days twice per year for those parents with children with Special educational needs. At these meetings, parents are able to meet with the Special Educational Needs Coordinator (SENCO) to discuss their child's needs and progress, talk about the support being given in class and also discuss targets for children's future progress. Of course parents can see the class teacher and the SENCo in between times if necessary.

9. Pupil Participation

At St Michael's we encourage pupil participation in the development of the school, acknowledging that the 'views of the child should be given due weight according to the age, maturity and capability of the child.' (1989, articles 12 and 13 from the UN Convention on the Rights of the Child) Children from all year groups are represented on the School Council.

Children with particular areas of difficulty are supported in class to learn how to use tools to support their own particular style of learning. These could be mind maps, book marks, visual timetables, individual work stations, task boards, sensory resources etc.

Children are taught how to use these tools with adult support as we want the children to become more independent and consistent in their use of these as they progress throughout the school.

Curricular targets are shared with parents at parent evenings twice per year and these are carefully monitored by the class teacher. Updates about targets are regularly given in between parents meeting and parents are encouraged to come into school and talk to class teachers and the SENCo if they have any particular concerns.

10. In service training

All staff at St Michael's School are given additional training to help support children with additional needs. This includes sharing good practice seen at other schools, attending outside training courses and speakers from outside agencies holding staff training on various areas such as ADHD, Dyslexia etc Teachers and teaching assistants are also encouraged to observe each other to watch. The SENCO also holds training in school for all staff to facilitate further professional development in this area.

11. Links with other schools

St Michael's School is part of a group of Primary and Secondary school which make up The Walderslade Partnership. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise with other professionals.

We also have good links with other specialised Primary schools in the area where we can visit to see good practice and access further Sen resources.

Transitions

Very good links also exist between the St Michael's School and other schools in the local area, including those in Key stage 3. This ensures that all pupils receive the support and guidance that they need at their own level to make smooth transitions to Secondary school.

Some children that need extra support in their transition to Secondary school are supported by the SENCO and Pastoral Team and this includes participating in extra school visits and being supported using group work to discuss and learn about what changes they can expect when they leave St Michaels' RCP School.

When a student leaves us full records are passed on to the student's new school. These will include Pupil Profiles, up-to-date information and documentation and Inclusion records.

12. Review and evaluation of the SEN policy

The school must review annually the effectiveness of

- systems for identifying and assessing children with additional learning needs,
- the provision made to meet children's additional learning needs,
- record keeping for SEN,
- Allocation of resources for children with additional learning needs.

The IL will report to the Governors annually during the Autumn Term. Attends curriculum committee meetings with the governors three times per year.

Date: 1st March 2017

Formally adopted by Governing Body of St Michael's RC Primary School on:

Date

Signed Chair of Governors

Signed Head teacher