



## Silverdale St John's CE Primary School Special Educational Needs and Disability Policy

*Inspiring success through learning, community and faith.*

**I can do all things through Christ who strengthens me – Philippians 4:13**

We strive to provide the Christian FOUNDATIONS to enable OUR children to make good decisions. OUR children will be inspired, guided and supported to achieve success, as they are all of infinite worth. Taught through a creative curriculum, our children will become global CITIZENS and will care for all of God's creation.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2014, revised June 2018 (particularly Chapter 4 – Disability) <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- SEND Code of Practice 0 – 25 (2014, revised 2015) <https://www.gov.uk/government/publications/send-code-of-practice-0-25>
- Schools SEN Information Report Regulations (as set out in clause 65 of the Children and Families Act 2014) <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

### **The school aims to:**

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils. The school may seek the advice and support of Lancashire Local Authority (LA) with regard to the best provision for an individual child.
- Ensure that effective channels of communication are sustained so that parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with SEN to make the greatest progress possible.
- Rigorously track the progress of those children who have been identified as requiring additional support or intervention and those with SEN.
- Work towards developing expertise in teaching pupils with SEN.

### **Broad areas of need**

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

We identify the needs of pupils by considering the needs of the whole child. There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child.

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

### **A graduated approach to SEN support**

Teachers' on-going assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments. Pupil progress for all children is tracked and reviewed termly. From this, the Special Educational Needs Coordinator (SENCO) is responsible for updating the school's provision for individuals or groups of children. There will be on-going consultation between the SENCO, teachers and teaching assistants about ways to maximise the effectiveness of provision. This may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute **Special Educational Provision (SEP)** and the child would be registered as receiving SEN Support.

We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – '**Assess, Plan, Do, Review**'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. The SENCO will be responsible for any liaison with external agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and its impact.

- **Assess** – The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This may involve taking advice from external specialists and could include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first.
- **Plan** – Pupils and parents will be involved in the planning process as much as possible. This will be used to ascertain aspirations and best outcomes for the child in the short and longer term. The classroom environment and the curriculum offered might be adapted to enhance learning – possibly by altering pupil grouping or the nature of the tasks set for pupils. Planning will be put in hand and a review date might be set.
- **Do** – The strategies and interventions agreed will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. General impressions of the headway that the pupil is making will also be considered.
- **Review** – The pupil's progress will be reviewed at the end of a period of intervention, with a view to possible further action.

The schools' SEN Information Report can be found on the school website [www.silverdale.lancs.sch.uk](http://www.silverdale.lancs.sch.uk). This indicates the type of provision the school currently offers.

## **Statutory assessment of SEN**

If the school is unable to meet a pupil's needs from its existing resources, finance and staffing expertise, the school may request a statutory assessment from the Local Authority (LA), which may lead to an **Education, Health and Care Plan (EHCP)**.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual plans (IPP)
- records of reviews with pupils and parents, and their outcomes
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies.

If the LA agrees to a Statutory Assessment, it must assess the education, health and care needs of that child, calling in information from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health professionals
- social care professionals
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate.

From this information, it must then be decided whether or not to issue an EHCP. Further information can be found on the LA website [www.lancs.gov.uk](http://www.lancs.gov.uk). All EHCPs must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. Any amendments to the EHCP will be recorded and lodged with the LA.

## **Criteria for discontinuing Special Educational Provision**

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require special provision
- make progress in self-help or social and personal skills, such that they no longer require special provision.

## **Supporting pupils and families**

Lancashire's Local Authority's Local Offer for SEN can be found at [www.lancs.gov.uk](http://www.lancs.gov.uk) That, together with the school's SEN Information Report can also be found on the school website [www.silverdale.lancs.sch.uk](http://www.silverdale.lancs.sch.uk)

The school is committed to working closely with parents. Parents can meet regularly with school staff to share concerns and successes. Parents are made aware of the Information, Advice and Support Services (IASS), and supported to engage with external agencies. Where appropriate, the school will liaise with Lancashire LA on matters of SEN provision. Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP. If a teacher is concerned about the welfare of a child they should consult the SENCO and/or Headteacher as Designated Senior Lead for Child Protection and Safeguarding. Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist.

The School's Designated Senior Lead is Miss Sarah Sanderson Mrs Sarah Knight is the back-up DSL. The school's Safeguarding Governor is Rev Mary Ashton. The Governors' Annual Report informs all parents of changes affecting SEN practice.

## **Admissions**

Pupils with special educational needs will be admitted to Silverdale St. John's CE School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will aim to meet the Act's requirements, seeking Lancashire LA advice where necessary. The school will use induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having, special educational needs. In the case of a pupil joining the school from another school, we will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning, it will endeavor to collect all relevant information and plan a relevant curriculum. The Admissions policy is available on the school website.

In line with national regulations, when a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCO will liaise with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils.

## **Medical needs**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will aim to comply with its duties under the Equality Act 2010. Some may also have an Education, Health and Care plan (EHCP). The SEND Code of Practice (2014) is followed. The school takes account of legislation, regulations and guidelines regarding accessibility.

## **Pupils' rights**

Case law has clarified the rights of pupils under Equalities legislation. No pupil will be excluded because of low academic standards ('Investigation into St Olave's Grammar school' – Whatford Report, July 2018). While the school may take action to modify a pupil's behaviour, no pupil will be punished on account of behaviour that is a manifestation of his or her special educational needs ('Upper Tribunal on Exclusions ruling' July 2018).

## **Training and resources**

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teaching assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. Appropriate time is allocated for training. The SENCO will disseminate knowledge and skills to other staff. External agencies may be invited to take part in staff training. SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members. The SENCO will keep abreast of current research and thinking on SEN matters, and on-going training for the SENCO will be facilitated. The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO.

## **Roles and responsibilities**

### **The Governing Body:**

The SEN nominated Governor, will support the Governors to fulfil their statutory obligations by ensuring:

- the Quality of Education Committee receives reports to update progress on SEN issues
- the SEN policy is reviewed annually
- the school's SEN Information Report explains how the school implements the SEN statutory requirements reflecting what the school has in place and actually provides for pupils with SEN.

Mrs Anna Shone and Mrs Chantel Greenall are the pupil behaviour governors.

### **The Headteacher**

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about SEN provision. The Headteacher will work closely with the SENCO, the SEN Governor and Staff to ensure the effective day-to-day operation of the school's policy. The Headteacher and the SENCO will identify areas for development in SEN practice and contribute to the school's improvement plan.

### **The Special Educational Needs Co-ordinator (SENCO)**

Miss Sarah Sanderson – Qualifications: NASC post graduate certificate education – National Award for SEN coordination. The SENCO is responsible for:

- co-ordinating SEN provision for children
- liaising with and advising teachers
- maintaining the school's SEN register and provision map and overseeing the records of all pupils with SEN
- tracking the progress of individuals receiving intervention or those on the SEN register
- liaising with parents of children with SEN
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that IPPs are written and that reviews take place.

### **Role of Class Teacher and Support Staff**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils are supported by teaching assistants or specialist staff. Progress is rigorously tracked to evaluate the impact of intervention. Both the teaching staff and the support assistants are fully involved in the identification, curriculum and assessment of pupils with SEN. They work together with the SENCO to formulate and review IPPs and to maintain a class SEN file.

## **Storing and managing information**

The confidential nature of SEND information is fully recognized. Record keeping is in line with the school's policy on pupils' records.

## **Monitoring and evaluation of the Policy**

This policy will be reviewed annually and updated in the light of new developments.

## **Complaints**

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily, parents should do the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- present more serious on-going concerns in writing to the SEND Governor, who will inform the Chair of Governors.

Date Reviewed – Summer 2023

To be reviewed – Summer 2024

Sarah Sanderson

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## **ANNEX**

### **Children and Families Act**

#### **Information to be included in the SEN information report**

(This requirement can be met by information in the SEN Policy if that is on the school's website. Each of the 13 points below has been checked against this policy, with page references as indicated.)

1. The kinds of special educational needs for which provision is made at the school. See Page 1
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs. See Page 2
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
  - (a) how the school evaluates the effectiveness of its provision for such pupils; See Page 2 et seq
  - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs; See Pages 2 & 3 et seq
  - (c) the school's approach to teaching pupils with special educational needs; see page 2 et seq
  - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs; See Page 2 et seq
  - (e) additional support for learning that is available to pupils with special educational needs; See Page 2 et seq
  - (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; See Page 5

(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs. See Page 4

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator. See Page 6
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured. See Pages 5 & 6
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured. See Pages 2-5
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child. See Page 5
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education. See Pages 2 & 3
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school. See Page 6
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organizations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils. See eg Page 4
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32. See Page 4 (Local Authority)
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living. See Page 4
13. Information on where the local authority's local offer is published. See Page 4