

St Luke's CE Primary School Special Educational Needs and Disability (SEND) Policy

**Reviewed at Curriculum and Community Meeting, October 2020
Approved by Full Body, November 2020**

To be next reviewed summer 2021

1 Introduction

1.1 At St Luke's, we are committed to identifying and supporting pupils with SEN (Special Educational Needs), providing effective, timely and appropriate support where necessary to enable all pupils to flourish.

Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 compulsory school age or a young person has a learning difficulty 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

1.2 Our school provides a broad and balanced curriculum for all children. The National Curriculum is the starting point for planning that meets the specific needs of both individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs, which may require an individualised approach to address specific barriers to learning.

1.3 The requirement for an individualised approach may arise as a consequence of a child having SEN. As a school, we recognise that *all teachers are teachers of SEND pupils*. Teachers take account of the needs of pupils and make provision, where necessary, to support individuals or groups of children, thus enabling all pupils to participate effectively in curriculum and assessment activities. Such children may need support that is additional or different from that given to other children of the same age.

1.4 Children may have SEN throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with SEN takes account of the type and extent of the challenges experienced by the child.

2 Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes access to the National Curriculum, in line with the *Special Educational Needs Code of Practice*.

Staff members:

- **Seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their class teachers and the SENCo will help to ensure they are able to reach their full potential.

- **Make appropriate provision** to overcome barriers to learning, and ensure pupils with SEN have appropriate access to the National Curriculum. This will be co-ordinated, monitored and regularly reviewed by the SENCO and Head Teacher, to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and to involve them in all stages of their child's education. This includes supporting parents in understanding SEN procedures and practices, and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these agencies include the Special Educational Needs and Inclusion Service (SENIS), Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, ASD & ADHD pathways via Developmental Paediatrics at Alder Hey and Child and Adolescent Mental Health Service (CAMHS)
- **Create an environment where pupils can contribute to their own learning;** pupils are encouraged to, and should feel safe to, voice their opinions of their own needs and evaluate their own learning. We encourage all children to develop skills, attitudes and dispositions that lead to successful learning. These are grouped under the acronym L.E.A.R.N. Therefore, great learners at St Luke's, whatever their needs, will:

- L Learn for life**
- E Explore new things**
- A Ask good questions**
- R Reflect and Improve**
- N Never give up**

3 Educational inclusion

3.1 In our school we aim to offer excellence and choice to all, regardless of ability; we have high expectations of all of our pupils. We strive to achieve this through removing barriers to learning and enabling participation. We want all pupils to feel they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through multi-sensory and experiential learning;
- planning for children's full participation in learning, and in physical and practical activities;
- supporting children in managing their own behaviour, allowing them to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during times of trauma or stress, enabling a continuation of learning.
- recognising and celebrating their individual strengths and talents, creating and supporting opportunities for personal success
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4 Special Educational Needs

4.1 When class teachers have concerns that a child may not be making good progress, they will refer a child to the SENCO, Rebecca Wilson and/ or Assessment Coordinator, Fiona Govan. The child's difficulties will be considered under 4 specific areas, as defined by the SEN Code of Practice:

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

4.2 This SEN policy works alongside and in conjunction with the *Local Offer* offered by Sefton Local Authority. Provision for children with SEN is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, Deputy Head Teacher, and SENCO, all other members of staff (both teaching and support staff) have vital day-to-day responsibilities. *All teachers are teachers of children with special educational needs (SEN Code of Practice 2014).*

4.3 Quality first teaching (see Quality First Teaching Statement) which may be differentiated and personalised, should be available to ALL pupils. At the heart of the work of every classroom is a continuous cycle of planning, teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests of our pupils. The majority of children will learn and progress within these arrangements. Some children, whose overall attainment or attainment in specific subjects falls significantly outside the expected range, may have SEN.

4.4 Some pupils experience delay in their learning and may not make expected progress; there is a wide variety of reasons why this may happen, including, but not limited to, SEN. These pupils may follow a differentiated programme of work, with targeted adult support, which may be different or additional to the curriculum offering and level of support available to the majority of children of their age. Progress will be formally tracked for all pupils, and parents will be kept informed via parent teacher meetings and annual reports.

4.5 If it is suspected that a pupil has a SEN, the following *Graduated Approach* will then ensure appropriate, timely support is put in place:

1. Assessment and Tracking: the class teacher will assess and track all children throughout the year using St. Luke's formal tracking system. The resultant data will be monitored by the SENCO, Deputy and Head Teacher.
2. Quality First Teaching: The class teacher should carefully assess and analyse a pupil's needs before completing a Record of Concern to identify the pupil as needing SEN/D support. The child must receive the school's full Quality First Offer, and evidence of this must be in planning, pupil work, marking and assessment. The teacher may deploy classroom support staff to help meet the pupil's needs; this may be through additional differentiation or small-group/occasional 1:1 support where appropriate. The class teacher will remain responsible for the child's progress on a daily basis.
3. Enhanced Quality First (in class support): If, after receiving Quality First Teaching, the pupil is still not making expected progress, the class teacher should alert the SENCo via a Record of Concern. This document enables the class teacher and SENCo to work together to identify the area of difficulty the child is experiencing. This may fall under *one or more* of the broad areas of SEN/D noted above. The teacher and SENCO will then agree a range of strategies and resources to help the child overcome their difficulties, which may include specific interventions or may take the form of group or 1:1 sessions. If the intervention is delivered by a member of classroom support staff, the class teacher still

remains responsible for the child's targeted planning and support. If, following evaluation of the intervention, it is clear that progress is being made, the child will then return to step 2, with close on-going monitoring. If no progress is made, then step 4 will be followed. Close monitoring and tracking will continue.

- 4 Intervention (SEND support): the child may also receive longer-term interventions in school, such as Power of 1 / 2 (Maths recovery), additional phonics, Catch-Up Literacy or additional maths or literacy booster sessions outside of the main class teaching. These interventions may be small group or individual work. The class teacher and SENCO will identify next steps and required support to help the child make progress; this may also include access arrangements for formal assessments if appropriate. Close monitoring and tracking will continue.
- 5 Cause for Concern (additional SEND support): at this point the child will have been identified by the class teacher and Senior Leadership Team as a cause for concern, due to lack of progress in one of the above four areas of SEN/D. At this stage parents will be informed, as there may be need for the involvement of outside agencies to access advice and support on how best to help the pupil progress. Parents must be notified, and their permission sought, before an external agency is consulted about their child.
- 6 SEND: at this stage the child will have been identified as having a specific SEN/D which impacts on their learning. Close monitoring and tracking will continue within school and by other agencies, e.g. SENIS (Special Educational Needs Inclusion Service) or Speech & Language Therapy. At this stage, an application for High Needs Funding may be required and, in some cases, application for an Education, Health Care Plan (EHCP); additional funding will be applied for as part of the EHCP process.

4.6 Throughout all stages of this process, all pupils are treated according to their individual needs. They will be monitored and tracked at regular intervals by the class teacher, Deputy and Headteacher. From stages 3-6, the SENCO will monitor pupils each term and discuss progress and targets with the class teacher. Pupils and parents are encouraged to contribute to individual SEN Support Plans, and parents will be invited to discuss progress with the class teacher on a termly basis.

In some cases, it may be appropriate for a pupil to progress directly to stage 4, 5 or 6, e.g. if a child arrives at school with identified SEN. The Graduated Approach is fluid, in that pupils may move forwards or backwards between levels of provision, according to their individual needs. As with all aspects of high-quality education, the process follows the 'Assess, Plan, Do and Review' approach.

5. The role of the SENCO

In our school the SENCO (Rebecca Wilson):

- manages the day-to-day operation of the policy;
- co-ordinates provision for, and manages responses to, pupils' special needs;
- supports and advises colleagues;
- oversees the records of all children with SEN, ensuring information is shared with relevant staff, parents and external agencies in a timely and secure manner;

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- acts as the link with external agencies and other support agencies and, where appropriate, as a link to parents additional to the role of the class teacher;
- liaises with SENIS to secure, where possible, additional funding for pupils with high levels of need;
- conducts annual EHCP reviews, completes relevant paperwork in line with legislative requirements and liaises with SENIS and families to ensure EHC plans are updated appropriately;
- monitors and evaluates the SEN provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate and effective provision to be made for children with SEN;
- contributes to the professional development of all staff, both in formal INSET training and in ad-hoc coaching/instruction as required;
- contributes to the leadership team;
- completes any other necessary paperwork;
- supports the SLT by acting as Designated Safeguarding Lead as/when required.

6 The role of the governing body

6.1 The identified SEND Governor (Chris Payne) is encouraged to take a full, challenging role regarding the progress of these children with both the SENCO and Headteacher.

6.2 The governing body has due regard to the Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs.

6.3 The governing body does its best to secure the necessary provision for any pupil identified as having SEN. The governors ensure that all teachers are aware of the importance of providing for these children. They consult Children's Services and other schools, when appropriate, and report annually to parents via the School Profile on the success of the school's policy for children with SEN. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

7. Allocation of resources

7.1 Schools have an identified amount in their overall budget, called the notional SEN budget; however they are not expected to meet the costs of more extensive support from core funding. At St Luke's we aim to provide additional support, reflecting each individual SEN pupil's needs, up to the nationally prescribed threshold per pupil per year. However, when costs exceed this level, an application will be made to Sefton Council who may agree to provide Top-Up/ High Needs Funding, if evidence of a Graduated Approach is in place. This would detail costs of what school is providing and what is in excess of the threshold.

7.2 The senior leadership team is responsible for the operational management of the specified and agreed resourcing for SEN provision within the school, including the provision for children with statements of SEN or Education and Health Care Plans.

7.3 The Headteacher informs the governing body of how the funding allocated to support SEN has been employed, with the Headteacher, the Deputy Head and the SENCO meeting regularly to agree on how to use the funds directly allocated to individual pupils and group interventions.

8. Partnership with parents

St Luke's CE Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively.

In cases where more frequent, regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

Parents are invited to attend meetings with, or should have access to copies of reports from, external agencies regarding their child where appropriate, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters

9. Monitoring and review

9.1 Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice

9.2 SEN provision and interventions are recorded as part of weekly planning where the child is working at stages 1 or 2 of the Graduated Approach; also on whole-school provision maps for stages 3,4,5 and 6. These are updated by the SENCo on a half-termly basis. Interventions are monitored and evaluated termly by the SENCO (and, where High-Needs Funding/ EHC Plan is in place, annually by SENIS) and information is fed back to staff, parents and governors. This helps to identify whether provision is effective.

9.3 The governing body reviews this policy every two years through the Curriculum and Community Committee and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Rebecca Wilson
SENCO