

Special Educational Needs Disability (SEN) Policy Caton St. Paul's C.E. Primary School

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Date written: September 2020

Review date: September 2021

1. Introduction

- 1.1 At Caton St Paul's we aim to have a regard to the DFES SEN Code of Practice, 0-25 guidance on the identification and assessment of SEN, and to provide, welcome and appropriate learning opportunities for all children. We are committed to meeting the special educational needs of pupils and ensuring that they make adequate progress. In line with our mission statement, we exist to encourage and enable every child to achieve their full potential.
- 1.2 The name of the Special Educational Needs Co-ordinator is Miss Sarah Sanderson and she is responsible for managing our schools response to the provision we make for children and young people with SEN. She is deputy head teacher and works closely with the Headteacher, Mr Ian Gittins. This policy has been written, reflecting the SEND Code of Practice, 0-25 guidance, by the SENCo in consultation with the Headteacher. It has been approved by staff and governors and is available for parents and families on the schools website (www.catonstpauls.com).
- 1.2 We provide a broad and balanced curriculum for all children. The new national curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Every teacher is a teacher of every child including those with SEN. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning and that may mean they have special educational needs and require particular action by the school.
- 1.2 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2. Aim (The longer view)

- 2.1 At Caton St Paul's we aim to raise the aspirations and expectations for all pupils with SEN. We provide a focus on outcomes and achievements for children and not just support. We aim to provide and equip children with the tools needed to progress through the curriculum regardless of the special educational need.
- 2.2 In order to achieve our aims and to ensure that children with special educational needs reach their full potential and make progress we will:
 - Identify and provide for pupils who have special educational needs and additional needs.
 - Work within the guidance provided in the SEND Code of Practice, 2014.
 - Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
 - Provide support and advice for all staff working with special educational needs pupils.

3. Identifying Special Educational Needs

- 3.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

- 3.2 Children have a learning difficulty if:
- they have significantly greater difficulty in learning than the majority of children of the same age;
 - they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- 3.2 Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.
- 3.3 At Caton St. Paul's we follow the Code of Practice, 2014 to identify, assess and provide for pupils with SEN. Children's SEN and requirements fall into the following four categories of need.
- Communication and interaction
 - Cognition and learning
 - Emotional, social and behavioural difficulties
 - Sensory and physical difficulties
- 3.4 These four broad areas encompass a range of needs which children can fall into however the purpose of identification is to work out the action school needs to take and not to fit a pupil into a category. We identify children's needs by considering the needs of the whole child which does not just include the special educational needs of the child.
- 3.5 *On Entry*
When children are first admitted to the school they will undertake a baseline assessment, which will alert teachers to the possibility of academic special need. Observation of children and discussion with parents will identify areas of concern in other aspects.
- 3.6 *Teacher Referral*
If a teacher has a concern about a child at any time in the child's school career, they should raise this with the SENCo, through weekly staff meetings followed by an initial concern form. The SENCO will then assist the teacher in assessing the child, and inform parents of concerns. Specific triggers could include:-
- On- entry PIPs below 40 standardised score
 - Foundation Stage Profile level below 3 in any area
 - KS1 SATS – not meeting the year group expectations
 - Optional SATS – two sub-levels below expectations
 - Reading – two years below
 - Not making expected progress
 - Behavioural problems
 - Emotional/medical problems
 - Specific parent/teacher concerns
- 3.7 At Caton St Paul's we feel that there are a number of factors which may impact progress and attainment but this is not necessarily special educational needs. These factors could include:
- Disability (see code of practice, 2014 for reasonable adjustment)
 - Attendance and punctuality
 - Health and welfare
 - EAL

- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being a child of Servicemen/Women

3.8 If a child displays inappropriate behaviour in school it may not be necessary to place the child on the special educational needs register. Instead a behaviour support plan will be put in place and all members of staff will follow the steps to dealing with the child's behaviour.

4. The Graduated Approach

- 4.1 We feel that high quality teaching which is differentiated for different pupils is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching. Teaching is monitored regularly by the head and subject leaders to ensure teaching is of a high standard particularly for those children on the special educational needs register. By reviewing and monitoring the quality of teaching children at risk of underachievement can be identified quickly.
- 4.2 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. Following parental consent, the child will engage in intervention group activities. This stage is called **Early Intervention and Monitoring**. Targets are set for the group and these are reviewed every 6 weeks. Following this review, if the child is still experiencing difficulties and struggling to make adequate progress despite intervention the class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. This stage is called **Supported Needs** and The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. Individual targets will be set on a supported needs intervention plan and these will be reviewed every 6 weeks or earlier if necessary. Following the review at Supported Needs, if the child continues to cause concern for the parents or class teachers it may be necessary to escalate concerns further. A Pupil Passport will be drawn up with the parent, class teacher, SENCO and child (if appropriate) and the SENCO will then take the lead in further assessments of the child's needs. We call this stage **SEN Support**.
- 4.2 The class teacher remains responsible for organising the intervention for the child on a daily basis and for planning and delivering an individualised programme – a Pupil Passport will usually be devised. The Pupil Passport will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the Pupil Passport to be reviewed. In most cases, this review will take place once a term. We will also organise additional teaching or 1:1 teaching assistant support over and above classroom differentiation based on their Pupil Passport Targets. We follow the assess, plan, do, review model which allows for the early identification of special educational needs.
- 4.3 If the Pupil Passport review identifies that adequate progress is still not being demonstrated it may be necessary to seek support from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new Pupil Passport. The new strategies within the Pupil Passport will, wherever possible, be implemented in the child's normal classroom setting. The advice may incorporate:
- Teaching the child directly
 - Supplying appropriate equipment or materials
 - Advising and supporting the class teacher
 - More specialist assessments to inform planning

- 4.4 We define the lack of adequate progress if the child:
- Continues to make little or no progress in specific areas over 3 reviews
 - Continues working at substantially lower year group expectations
 - Continues to have difficulty developing literacy and numeracy skills
 - Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
 - Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
 - Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- 4.5 If the child continues to demonstrate significant cause for concern, a request for an Education and Health Care Plan will be made to the LEA. A range of written evidence about the child will support the request.
- 4.6 *Curriculum and assessment monitoring*
Through monitoring of PIPs, SATs, Standard tests, Teacher assessment, tracking etc, the curriculum co-ordinators and the assessment co-ordinator will monitor the attainment and progress of pupils with special educational needs as part of their role and they will liaise with the SENCO.
- 4.7 We define adequate progress as that which:
- closes the attainment gap between a child and his or her peers
 - prevents the gap growing wider
 - is similar to that of peers starting from the same baseline
 - matches or betters the child's previous rate of progress
 - ensures access to the full curriculum
 - demonstrates an improvement in self-help, social or personal skills
 - demonstrates improvement in the child's behaviour
- 4.8 *Pupil Passport reviews*
The SENCO and class teacher will review IEPs termly and parents will be invited to reviews. Children will be involved with reviewing their progress. If parents are unable to attend then a copy of the new Pupil Passport will be sent home and parents' views will be encouraged.
- 4.9 *Education Health Care Plan Reviews*
If a child has an Education Health Care Plan the school will:
- appoint appropriate support staff
 - hold annual reviews
 - liaise with outside agencies
- 4.10 *Review meetings*
Meetings will be held annually, but more frequently should it be deemed necessary. This will involve all external agencies as well as the child, if appropriate. It will focus on:
- the progress made by the child
 - effectiveness of the Pupil Passport
 - contribution of the parents at home
 - updated information and advice
 - future action
- A transition review will be held in the third term for year 5 pupils for parents to consider transition

to secondary school. In year 6 the SENCO from the chosen school will attend the review.

- 4.11 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 4.12 The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices:
- Baseline assessment
 - EYFS Profile
 - Termly teacher assessment tracking
 - SATs results – Year 2 and Year 6
 - Optional SATs – Year 3, 4 and 5
 - Pupils' work
 - Pupil Attitude Questionnaires
 - Ongoing teacher assessment

5. Managing Pupils Needs on the SEN Register

- 5.1 Children on the SEN register are assessed and monitored regularly to ensure progress is being met. Pupil Passport targets are written by the class teacher in consultation with the SENCo and Teaching Assistants. SMART targets are set termly and then teachers then break down termly targets into manageable weekly targets. Learning Support Staff record the progress made each session with the child and contribute to the next steps for the following week.
- 5.2 Class teachers are responsible for reviewing the IEPs termly and setting the weekly targets. The SENCo ensures that reviews are carried out and the targets set are manageable and achievable.
- 5.3 Progress is reviewed termly by class teachers and the SENCo oversees the monitoring of SEN pupils progress. Pupil progress meetings are held with the Headteacher to ensure that progress is being made and targets are being met.
- 5.4 As a result of a Pupil Passport review, annual review or further concerns from the class teacher, a child may require additional support over and above the in-school support already being provided. In consultation with the child's parents, and child if appropriate, a specialist teacher may then be commissioned to provide targeted support for that child and additional assessments may be carried out. This support may take the form of direct contact with a child, advice and support for the class teacher/learning support staff or action planning support. This outside agency involvement will be monitored regularly and reviewed on a termly basis to identify impact and progress made with the child. A chronology of action is kept by the class teacher and details of any action taken is recorded. The evaluation and monitoring of children with SEN also feeds into the pupil progress meetings with the class teacher and head teacher.
- 5.5 If a child continues to cause concern over a period of time and we feel that we are unable to fully meet the needs of a pupil through our own provision arrangements it may be necessary to seek advice from an external agency or specialist. Following a meeting between the class teacher and SENCo, in consultation with the parents we seek specialist support. The support will begin initially with a planning meeting involving the class teacher, specialist and SENCo and provision/support will be discussed from there. It is costed by the head teacher and monitored by the SENCo. Parents are given the opportunity to meet the specialist teacher and pupils where appropriate.
- 5.6 If we identify that additional funding and support are needed from the LA high needs block we begin the process of seeking statutory assessment. If little or no progress is made or a child continues to

show concerns, despite intervention from teaching assistants, teachers, SENCo or specialist teachers (including educational psychologists) then the SENCo, in consultation with the head teacher, will arrange a team around the child meeting (TAC). At this meeting professionals, parents and the child (if appropriate) will meet to discuss the child's needs and complete the necessary assessments to put forward a statutory assessment request. Advice will be sought from all agencies involved with the child, to put together relevant documentation, including the SEN support plan and all about me profile, and the process for an Education Health Care Plan will begin.

6. Criteria for exiting the SEN register

- 6.1 If a child shows an improvement in their ability and begins to make adequate progress they are able to exit the register. If children able to be differentiated for in the mainstream classroom they will be taken from SEN support and be closely monitored to ensure progress is sustained.

7. Supporting pupils and families

- 7.1 Caton St Paul's have contributed to the Lancashire Local Offer and a direct link can be found on the school website. The school's contribution to the LA local offer can be found on the school website.
- 7.2 To comply with regulation 51 of the Special Educational Needs and Disability Regulations 2014 the school has a statutory requirement to provide an SEN information report. A link to this document can be found on the school website.
- 7.3 Pupils with special educational needs will be admitted to Caton St Paul's in line with the school's admissions' policy. A copy of this can be downloaded in the policies section of the school website. The school is aware of the statutory requirements of the Special Educational Needs and Disability Regulations 2014 and will meet these requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. Parents can be directed to external agencies which support the family and pupil on our school website.
- 7.4 Developing links between other local primary, secondary and special schools will be of mutual benefit to staff, parents and pupils. The curriculum expertise of the special school can help mainstream colleagues to ensure access to the curriculum for pupils, part time placements, use of shared resources and continuity and progression of curriculum provision etc.
- 7.5 Lune Valley Cluster initiatives and Partnership bids enable shared expertise and joint access to resources, transfer arrangements and reviews.
- 7.6 Although there are fewer centrally retained support services in Lancashire than there were in the past there still remains a number of agencies with whom schools need to liaise. This is necessary if the needs of pupils are to be met. Depending on the special educational needs and age of the pupils these could include:
- Education – LEIS/EPS/adviser
 - Health – nurse, doctor, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist
 - EWO
 - Social Services
 - CAHMS
 - Parent Partnership
 - EMA, Traveller etc

- 7.7 Children on the SEN register may require special arrangements for SATs or other assessments carried out in school. A child may have access to extra time, a reader or scribe if this is the normal practice for the child. Arrangements are carried out in line with the recommended arrangements for the tests.
- 7.8 Children progress through the school and face many transition points from class to class, across key stages and to other schools. This transition period is supported by the staff and we offer additional support for children on the special educational needs register and any other children who could experience anxiousness at these transition points. Children are given the opportunity to discuss concerns and additional visits or meetings can be planned if necessary.

8. Supporting pupils at school with medical conditions

- 8.1 At Caton St Paul's we recognise 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 comply with its duties under the Equality Act 2010.
- 8.2 Some children may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND code of practice (2014) is followed.
- 8.3 The arrangements for supporting pupils at school with medical conditions are set out in our school's policy which following approval will be published on the school's website.

9. Monitoring and Evaluation of SEND

- 9.1 The provision we offer all pupils is regularly and carefully monitored by staff. Parents are able to express their views through a parental feedback questionnaire which is carried out annually and the results are published on the website. Intervention and 1:1 support is monitored and reviewed in line with individualised targets. The school governors regularly meet with subject leaders to monitor and evaluate provision in their individual areas and curriculum reports are produced which contribute to the head teacher's governor report.
- 9.2 Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils by the professional discussions it generates. This enables the effective sharing and monitoring of expertise in special educational needs.

10. Training and resources

- 10.1 Both explicit and implicit in Section 317 Education Act 1996 is the need for Governors and school staff to keep fully informed about developments in special educational needs. The TTA Core and Extension SEN Standards also require staff to be well skilled and aware of local and National developments.
- 10.2 The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and/or receiving regular updates from the Head / SENCO.
- 10.3 The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.
- 10.4 Other teaching staff will be kept up to date informally by the Head/SENCO and formally at weekly staff meetings and training.

- 10.5 The governors will ensure that the needs of pupils are met by employing a SENCO who will be released for a half day per week. For children with statements, The Head and SENCO will use the child's statement and LEA banding document to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.
- 10.6 Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Liaison time will be made available.
- 10.7 The governors will ensure that monies are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake training. For example the school will utilise funding for;
- TA Training
 - Special educational needs Cluster Groups

11. Roles and Responsibilities

- 11.1 At Caton St Paul's the Special Educational Needs Co-ordinator (SENCo) is Miss Sanderson. At our school the SENCo:
- manages the day-to-day operation of the policy;
 - co-ordinates the provision for and manages the responses to children's special needs;
 - supports and advises colleagues;
 - oversees the records of all children with special educational needs;
 - acts as link with parents;
 - acts as link with external agencies and other support agencies;
 - monitors and evaluates the special educational needs provision and reports to the governing body;
 - manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
 - contributes to the professional development of all staff.
- 11.2 The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Caton St Paul's, this role is undertaken by Mrs Val Richards, who will meet regularly with the Head, Mr Ian Gittins, and Miss Sanderson
- 11.3 The Head is the school's "responsible person" and manages the school's special educational needs work in conjunction with the SENCO. The Head will keep the governing body informed about the special educational needs provision made by the school.
- 11.4 The partnership of SENCO and Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's improvement plan. They will co-ordinate provision at SEN support and for children with an Education Health Care (EHC) plan
- 11.5 All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. Teachers are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

12. Storing and managing information

12.1 Documents are stored securely by individual class teachers. When a child leaves school their documents are then transferred to the archive file in the SEN cupboard. This is in accordance with the information management policy and the confidentiality policy.

13. Reviewing the policy

13.1 The Special Educational Needs Policy will be reviewed annually by the SENCo and Head teacher and approved by governors and staff. Amendments will be made in line with changes to current practice and procedures.

14. Accessibility

14.1 As a school we have formulated an accessibility plan which has been drawn up in line with the SEN and Disability Act 2001. This plan can be viewed in the appendices.

15. Dealing with complaints

15.1 The complaint procedure for special educational needs mirrors the school's other complaints procedures which can be found in school. 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 concern continues then the SENCO and class teacher should both have a meeting with the parents.

15.2 If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the parents concerns should be put in writing to any Governor. The Chair of Governors, Mrs Anna Shone, will be involved after other avenues to resolve the situation have been exhausted.

15.3 The school must also make provision to inform parents about Parent Partnership and how to make representations to the LEA.

16. Bullying

16.1 The schools bullying policy is accessible from the school's website which gives the steps taken to ensure and mitigate the risk of bullying of vulnerable learners at our school. We are an inclusive school and provide provision for all pupils. We allow all children regardless of ability to access all aspects of school life, providing access support if necessary.

16.2 We ensure the safety of all pupils at Caton St Paul's by following our safeguarding policy (appendix 17.4) which includes pupils with special educational needs. The allows us to promote independence and build resilience in the learning of our pupils.

17. Appendices

17.1 SEN Information Report

17.2 SEND Handbook

17.3 Bullying Policy

17.4 Safeguarding Policy

17.5 Inclusion Policy

17.6 Accessibility Plan

17.7 Information Management Policy

17.8 Confidentiality Policy

17.9 Medicines Policy

17.10 Link to local offer <http://caton-stpauls.co.uk/wp-content/uploads/2014/10/LO-Caton-St.Pauls-Primary-School-01014.pdf>