

St. Mary's Church of England Primary School

Fownhope

POLICY FOR SPECIAL NEEDS AND DISABILITIES



What we nurture today, flourishes tomorrow

UPDATED JANUARY 2019

A rich education is more than simply learning reading, writing and maths. It is about helping a child grow into their full potential as inquisitive, well balanced and cheerful adults. As a Christian school we nurture children to display the 'fruit of the Spirit', which is "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5:22-23). At St Mary's you will find children growing in mind, body and spirit as they form good relationships with each other, the staff and discover a faith which will sustain them in a rapidly changing world. As our motto has it: "what we nurture today flourishes tomorrow".

Date: 21/01/2019

Headteacher: Mr Tim Milne

SENCo: Mrs Demelza Gibbs

Pastoral Support Assistant: Mrs Dawn Harwood

SEND Governor: Mrs Sian Nunn

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Our Philosophy

At St Mary's C of E Primary School, Fownhope, we aim to provide a nurturing environment where **all** children flourish. Our Christian ethos and Values Education encourage children to appreciate that we are all different and to celebrate these differences. For some children, we recognise that education may be more challenging and we aim to minimise barriers to learning and to provide strategies and support, to help them to progress, develop and achieve to the best of their potential. The school is required to work according to the Special Educational Needs and Disability Code of Practice (2014), which relates to Part 3 of the Children and Families Act 2014, and also the Equality Act (2010).

Our School's Objectives:

- To be aware of the individual needs of pupils and to provide appropriate learning support for them.
- To ensure needs are identified as early as possible and early intervention is put in place.
- To ensure that the needs of the pupils with Special Educational Needs and Disabilities (SEND) are identified, assessed, provided for and regularly reviewed. All teachers are responsible for teaching pupils with Special Educational Needs and Disabilities and for referring children to the Special Educational Needs Coordinator (SENCO) for further assessment and identification of specific difficulties.
- To make every effort to identify the needs of the child and involve the child where possible in decisions involving their education.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with Special Educational Needs and Disabilities.

A definition of Special Educational Needs

The Code of Practice (2014) defines SEN as: "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 him or her." They have a learning difficulty or disability if he or she: "has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools..."

Children may have a range of learning difficulties or a specific learning difficulty e.g. with reading, writing or number work. They may have emotional or behavioural difficulties e.g. difficulty making friends, relating to adults or behaving in school. They may have sensory or physical needs such as visual or hearing impairment. They could have communication problems or medical or health conditions which may affect their education.

If a child has Special Educational Needs their needs will be catered for using a cycle of assess, plan, do, review. 1) Their needs are assessed. 2) Plans are made to cater for their needs and objectives are set. 3) Plans are carried out. 4) A review is carried out i.e. to check on progress towards objectives and the cycle starts again with assessment and planning. Please find more details of how this is done below:

Identifying Special Educational Needs

At St Mary's C of E Primary School children are identified as having Special Educational Needs (SEN) through a variety of ways including:-

- Liaising with staff at previous school / pre-school.
- Assessment showing that the child is performing below age expected levels.
- Concerns raised by Parent / Carer.
- Concerns raised by the Teacher, for example, behaviour or self-esteem is affecting performance.
- Liaising with external agencies, e.g. Occupational Health, Health Visitors, Physiotherapist, and Speech Therapist.
- Health diagnosis through a Paediatrician.

SEN Support Register

A child with **Special Educational Needs who needs special educational provision to be made for them** is placed on the SEN Support Register. The aim of the SEN Register is to highlight those children who need extra support and ensure their progress is carefully monitored. Children can be placed on the Register at any point, but can also be removed should this be appropriate. The children who are on the SEN Register will be monitored by the Special Educational Needs Coordinator (SENCo) and the head teacher who will liaise with class teachers regularly to ensure needs are being met. Children will be set individual learning targets using individual provision maps. These targets are outcomes based and targets are SMART (specific, measurable, achievable, relevant and time bound). These individual provision maps will be sent home at the beginning of the Autumn, Spring and Summer Terms and / or at any other times when there is a need to update them. Parents will have the opportunity to discuss and review these targets at termly parents' evenings or other times if the need arises.

Supporting children with Special Educational Needs at St. Mary's

Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have a Special Educational Need. Different learning styles will be considered and catered for. The Class Teacher has responsibility for the teaching and learning of all of the children in his / her class. He / she will plan, oversee and work with each child with Special Educational Needs, to ensure that they are making progress at their own level. This may involve support from a teaching assistant. Termly pupil progress meetings with teachers and the head teacher may highlight concerns about a child's progress. The child will be closely monitored and different strategies tried e.g. individual or group intervention.

If a child's progress still remains a concern, the SENCo will obtain parental consent for the child to be assessed internally or by an external agency to find out what the barriers to learning may be. Following assessment, individual plans will be created to minimise barriers to learning and to set targets and

highlight strategies / intervention to be used. Progress will then be monitored to assess the impact of the support.

At the next stage further consultation may be necessary with external agencies, and for some children with highly complex needs it may be appropriate for them to receive higher levels of 1:1 support. In these cases, we would need to submit an application to the Local Authority for additional funding.

Curriculum and Special Access Arrangements

All pupils have the entitlement to a broad, balanced and relevant curriculum. SEND pupils are taught for the majority of the time in their mainstream classes and study a curriculum appropriate for their age and ability. Some children will work with a teaching assistant under the guidance of the class teacher. This may mean working on a particular intervention programme. This may be work that is specifically targeted on their IPM or small group work that can cover the plans of a few children aiming towards the same target. All teaching and support staff strive towards an inclusive approach towards all children and:

- Provide suitable learning challenges
- Meet the pupil's diverse learning needs
- Remove the barriers to learning and assessment.

All teachers differentiate and use a range of strategies to develop the pupil's knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes. Sometimes children receive special arrangements both in the classroom day to day practice and also in testing situations for SATS which may involve them being tested under different conditions to the rest of the class. Some children for instance may benefit and be entitled to extra time in test situations. To qualify for this, national criteria and conditions will apply as well as evidence to support that this has been accommodated at other times in the child's school life.

Involving / consulting children about their education

At St. Mary's, self- assessment opportunities and discussion of next steps are part of daily lessons so children are given the opportunity to recognise their strengths and contribute to deciding on the next steps in their learning. Children who have a statement or Education Health Care Plan will complete a questionnaire so that their comments are considered in annual review meetings. It may also be considered to be beneficial for older children to attend the annual review meeting or part of it.

Evaluating effectiveness in providing for children with SEN

Effectiveness in terms of progress is evaluated through data monitoring by the Headteacher through the whole school tracking system and through pupil progress meetings held termly with teachers. The school invites comments from all parents on report reply slips and through questionnaires. The SENCO and Head meet regularly to discuss effectiveness of interventions.

Different areas of Special Educational Needs and methods of support

1. Communication and interaction.

Children may be referred to speech and language support and a speech therapist may see the child in or out of school. Interventions such as Chatterbox and Teaching Talking are used when necessary.

2. Cognition and learning

Children are supported through quality first teaching and differentiated learning within the classroom. Teaching assistants are allocated to support the learning across the school. Specific intervention groups are set up for small groups and individual children. Interventions may include: Maths: Plus 1 and Power of 2, First Class@ Number 1 and 2, Springboard, Numicon, Wave 3. Phonics: Read Write Inc. small group and one to one tutoring. Handwriting; Speed Up programme and Units of Sound. Touch typing.

3. Social, Emotional and Mental Health.

Internal pastoral support is provided by teachers and the onsite pastoral support assistant. EHA (Early Hel Assessment) meetings are set up where necessary. Referrals are made to CAMHS (Child and Adult Mental Health) for children with mental health issues.

4. Sensory and physical needs.

Arrangements are made on an individual basis to support children with sensory and physical needs e.g. a room set aside for children who need rest time. Links have been made with Blackmarston School so that children can visit to use the sensory room and hydro therapy pool. External agencies are used to assess and support e.g. physiotherapists and occupational therapists.

Educational, Health and Care Plans

If a pupil has lifelong or significant difficulties, the School, family and/or other stakeholders may request a statutory assessment from the Local Authority, with a view to receiving an 'Education, Health and Care Plan' (previously known as a *Statement of Special Educational Needs*). Further and more specialist provision may be put in place. The SENCo will be responsible for monitoring the provision, and for preparing the annual review that will take place for such pupils. The views of parents and children will be discussed in the annual review process.

Communicating with parents with regard to progress and information giving to assist parents in providing support at home.

We hold termly parents' evenings and write yearly reports but we offer an open door policy, where parents are welcome to make an appointment anytime to meet with either their child's Class Teacher or the SENCo to discuss their child's progress in school. We can offer practical advice on how they can support their child at home. We believe that parents and teachers should form a partnership in a child's education.

For some children, we may have a 'Communication Diary', which the child will bring home daily so that comments from the Parents and the Teachers can be shared and responded to as and when necessary. These diaries are not provided for all children and will be provided if the Class Teacher and SENCo feel that it is necessary.

Specialist services and expertise available at or accessed by the School.

All Class Teachers are fully qualified and all Teaching Assistants are trained to an appropriate level. Staff undergo internal training through staff meetings and INSET days. The SENCo is a qualified Teacher who has worked in the school for over ten years and has completed the National Award for Special Educational Needs qualification. Mrs Harwood has training in child bereavement and child counselling. The majority of staff have been Team Teach trained (techniques for physical restraint when absolutely necessary.) The school undertakes additional training when appropriate e.g. in administering medication to children who have severe allergies.

As a school we have links with a range of external agencies and professionals. We engage with all professionals who are relevant to the needs of individual children within our school, *including*:

- Behaviour Intervention
- School Nurse
- GPs
- Paediatricians
- CAMHS (Child and Adult Mental Health Services)
- Speech & Language Therapists
- Social Workers
- Educational Psychologists
- Specialist Advisory Services, e.g. 'Specialist Teacher for Complex Communication Difficulties'
- Occupational Therapists
- Physiotherapists

Effective transitions between year groups and other schools.

Carefully planned transitions take place between year groups at the end of every school year. These are effective due to good communication between staff members and planned transition days. For pupils with very specific or complex needs, the SENCo will arrange to meet with the parents, teachers and any support staff involved with the child and necessary arrangements will be made to aid smooth transitions. Training will be arranged for staff who will be working with specific needs, especially medical ones. The SENCo will be involved with the transition process of SEN pupils to High School. For in-year transfers, transition discussions will take place between schools, and the current ability of all new pupils to the school will be assessed when they arrive.

Accessibility of the school environment.

The school building is on one level and therefore suitable for wheelchair access. There are good lighting and safety arrangements. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).

Children requiring equipment due to a physical or sensory impairment will be assessed in order to gain the support that they require and any necessary adaptations to the building will be made.

Including children in activities outside the classroom, including school trips.

All children are included in all aspects of school life, including trips outside of the school environment e.g. church visits, Forest School, theatre visits and other school trips. We always provide the necessary support to ensure that the trips and activities are successful. Risk Assessments are carried out prior to any off site activity to ensure everyone's Health and Safety is not compromised. We are an Inclusive school and do our best to ensure that all activities and trips are appropriate for all of our children to participate in.

Governors' involvement with children with SEN

The role of the governing body with regard to SEND is outlined in The Governance Handbook November 2015 and available at: <https://www.gov.uk/government/publications/governance-handbook>

The SENCo meets termly with the SEN Governor to discuss SEN provision and children's progress. Sian Nunn (SEN Governor) is herself an Occupational Therapist. SEN funding is discussed at Governors' meetings and outlined in the SEN report to Governors.

Allocation of resources and Funding for SEN Support

Children who have a Statement of Special Needs are in the process of being changed over to 'Education, Health and Care Plans'. Some children will be awarded, as part of this, a level of funding which provides them with very individual and particular support.

In general, funds for SEN are delegated within the whole school budget. Most of these resources are determined by a local funding formula and all schools have a notional SEN budget. SEN needs are strategically funded at St. Mary's in the context of the total resources available including funds for certain groups such as the pupil premium. The headteacher makes decisions about how that funding may be used within school in liaison with the governing body and SENCo. Details of funding can be found on the school's SEN Information Report.

Making a complaint relating to the provision made at the school for a child with SEND

The process is to firstly speak to the class teacher, then SENCO, then Headteacher or the SEN Governor Sian Nunn (snunn@st-marys-pri.hereford.sch.uk or correspondence can be brought to the school office).

Further Information:

- Herefordshire SENDIAS service provides free information, advice and support to parents and carers of children with special educational needs and disabilities (SEND) and to young people with SEND up to the age of 25. Contact details: Telephone: 01432 260955, email: Address: Herefordshire SENDIAS, Franklin House, 4 Commercial Road, Hereford, HR1 2BB.
- More information about services available through Herefordshire Council can be found in their 'Local Offer' at: <https://www.herefordshire.gov.uk/education-and-learning/local-offer/about-the-local-offer>

In line with the school's guidelines this policy will be reviewed annually.

This policy was approved by the Governing Body on:	
Signature of Headteacher:	
Signature of Chair of Governors:	
Review Date:	January 2019