



Diocese of Chelmsford Vine Schools Trust

"I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit"
(John 15:5)

The Diocese of Chelmsford

Vine Schools Trust

Special Educational Needs &

Disability Policy

September 2019

St Andrew's Primary School, Great Yeldham

St Andrew's CE Primary School has a named SENCo and a named Governor responsible for SEN. They ensure that St Andrew's Special Educational Needs Policy works within the guidelines and inclusion policies of the SEND Code of Practice 0 -25 – June 2014, the Local Education Authority and other policies current within the school, including

- Equality Act 2010.
- School SEN Information Report
- Safeguarding Policy
- Accessibility Plan and policy
- Supporting pupils at school with medical conditions policy
- Anti-bullying Policy

Name of SENCo – Ms Alison Winning
Contact details – 01787 237235

The SENCo is a member of the Senior Leadership Team

Name of SEN Governor – Mrs Glynis Haigh

This policy was created by the SENCo with the SEN Governor in liaison with the SLT and all staff.

At St Andrew's, our aspiration is for all pupils to be the best they can be. The school is underpinned by a strong Christian ethos, which in turn is guided by our core values of respect, hope, determination and kindness.

Our school believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary and most appropriate provision is made for each individual pupil who has SEND, that is "additional to or different from" that provided by a differentiated curriculum. We support pupils with SEND to be included in all aspects of school life. We believe that every teacher is a teacher of every child including those with SEND.

Aim

St Andrew's CE Primary School's aim is to raise the aspirations of and expectations for all children with SEN. We aim to provide a focus on the outcomes for pupils first and then focus on support and provision to reach these. The views of pupils and parents are key and we aim to ensure their full participation in decision making.

Objectives

1. To provide a caring environment in which all pupils have the right to learn and develop.
2. To promote the school vision - "To be the best we can be"
3. To promote the six school values –respect, hope, determination and kindness.
4. To provide access to a broad and balanced curriculum including the National Curriculum, or appropriate curriculum for the Foundation Stage.
5. To identify and provide appropriate provision for pupils who have special educational needs and additional needs.
6. To work within the guidance provided in the SEND Code of Practice, 2014.
7. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
8. To make reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
9. To fully engage with parents and pupils with SEN through person- centred reviews to ensure their views are expressed and they are fully involved in the decision-making process.
10. To ensure a high level of staff experience to meet pupil need, through continued professional development.
11. To ensure that all pupils with medical conditions have full inclusion in all school activities through consultation with health and social care professionals.
12. To work in cooperation and partnership with the Local Authority and other outside agencies, to ensure there is a multi- professional approach.

Identifying Special Educational Needs

What are special educational needs?

'A child or young person has 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 hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.' **SEND Code of Practice 2014**

The four broad areas of SEN are –

1. Communication and Interaction – These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction.
2. Cognition and learning. – Children with learning difficulties may not learn at the same rate or in the same way as their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to complex learning difficulties. Specific learning difficulties (SpLD) affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.
3. Social, emotional and mental health difficulties- Children may experience a wide range of social and emotional difficulties which can manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
4. Sensory and/or physical needs – Some children require special education provision because they have a disability which prevents them from accessing the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI), or a multi-sensory impairment will require specialist support and/or equipment to access their learning.

These areas give an overview of the range of needs that a pupil could have. The purpose of identifying the area of SEN is not to fit a pupil into a category, but to identify the actions that the school needs to take to provide the best possible support for each individual pupil.

The Role of the SENCo

- The day to day operation of the SEN policy.
- Supporting teachers and LSAs to teach pupils with SEN effectively.
- Liaising with parents of children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Co-ordinating and monitoring provision of children with SEN.
- Monitoring the progress of pupils with SEN.
- Maintaining the school's SEN register and overseeing the records of all pupils with SEN.
- Contributing to the in-service training of staff.
- Liaising with early year providers, other schools including Secondary schools as part of a pupil's transition.

- Being the key point of contact with external agencies, including the Local Authority support, Educational Psychology service, health services, social services and voluntary bodies.
- Monitoring and reviewing the SEN actions as part of the School Development Plan.
- Co-ordinating and developing school-based strategies for the identification and review of pupils with SEN.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

The Graduated Approach– Identification and managing pupils with SEN

Identification –

At St Andrew's, when identifying the needs of the pupils, we consider the needs of the whole child, which will not just include the SEN of that pupil but will include their strengths as well. It may be that a pupil may have needs that fall into several of the broad areas and then the SENCo, working with relevant staff, parents and outside agencies, will plan the most appropriate support and provision. Information is also gathered through meetings with parents to discuss their concerns, family background and observations they have made about their child; this can be very useful in identifying specific needs.

At St Andrew's, we value the importance of early identification of SEN which means we can make effective provision that will improve the long-term outcomes for individual pupils.

Each class teacher makes half termly assessments of all the pupils in their class. Through half termly Pupil Progress meetings, with the Senior Leadership Team, any pupils who are making less than expected progress are identified. Expected or adequate progress can be identified as that which -

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self- help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

However if there is concern that the above statements are not in place for a particular pupil, then the class teachers can consult the SENCo to consider what else might be done. The SENCo Information form is used by class teachers at this point to identify and evaluate the provision and strategies already in place and what the next steps may be, such as the pupil being placed on SEN support, additional provision put in place or a referral to an outside agency.

High Quality Teaching

All children are entitled to a broad and balanced curriculum and at St Andrew's our first step to responding to pupils who have or may have an SEN, is High Quality Teaching and differentiation. The teaching must be adapted to respond to the strengths and needs of each individual pupil.

At St Andrew's, all teachers use The Essex Provision Guidance, produced by Specialist Teachers and Educational Psychologists, which details the expected interventions that should be seen in High Quality Teaching for all the areas of SEN. Through the school's termly monitoring timetable, subject leaders and the SLT will monitor high quality teaching in each class. The SENCo, using the Essex Provision Guidance, will focus specifically on the high quality teaching for pupils with SEN.

At St Andrew's, we aim to meet the needs of most pupils through High Quality Teaching, differentiation and targeting areas of need; this may include some class-based interventions. The SENCo and class teacher will gather all information collected through formal and informal assessments, which may include outcomes reached through intervention, half termly data and the school's assessment systems. The SLT and class teacher will then look at progress alongside national data and expectations of progress.

SEN Support

If a pupil is identified as having an SEN or continues not to make progress and requires support which is "different to or in additional to the curriculum"; the class teacher and SENCo will then discuss putting in effective SEN provision. The pupil is added to the SEN Support register, following a discussion and meeting with parents. The SENCo regularly updates and reviews the SEN Support register.

Reasons for a child being added to the SEN Support Register

- *Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of need.*
- *Show signs of difficulty in developing literacy or maths skills*
- *Presents with persistent emotional and social difficulties which lead to behavioural difficulties which have not improved by the behaviour management strategies usually used and suggested in the Essex Provision Guidance.*
- *Has Sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment.*
- *Has communication and/or interaction difficulties and continues to make little or no progress.*

The parents and pupils are fully consulted and the pupils are supported through the process of person-centred review meetings called “My Outcomes” or “One planning”.

High Level Needs.

For some pupils, their needs are higher or more complex and they may have a Statement of SEN/EHC plan. At St Andrew’s School we work closely with a range of outside agencies, which include Educational Psychologist, Specialist Teacher Teams, Speech and Language Therapists and Occupational Therapists. The SENCo will make the relevant referral to the particular agency with permission from the parents/carers. The class teacher, LSA and SENCo will meet the professional to discuss strategies and advice that will be implemented to support the pupil. A pupil with a Statement/EHC Plan will have this reviewed at least annually.

The pupils with high needs are supported through The One Planning process which are person-centred reviews involving the pupil, parents/carers, school staff and outside agencies. It is through this process that an Education, Health and Care Plan can be applied for if that is appropriate and we will provide the LA with a record of our work with the child to date.

Managing pupil’s needs on the SEN Register

When a pupil is placed on the SEN register, the cycle of *Assess, Plan, Do and Review*, is followed. Parents and pupils are involved in each part of the process. This process applies to pupils on SEN Support and those with high/complex needs on a One Plan.

Assess –

This can include gathering information through

- Teacher assessment and experience of the pupil.
- Pupil progress and attainment e.g. through standardised tests, reading tests, speech and language profiles.
- Social and emotional development in comparison to their peer’s e.g. using observations, Essex Provision Guidance, PSD indicators, Boxall Profile.
- Views, experiences and observations of the parents/carers.
- Pupil’s views.

Plan

The class teacher and SENCo will look at the individual assessments and what changes and adaptations need to be made to High Quality Teaching to meet the pupil’s needs. Staff will use the Essex Provision Guidance as a reference for examples for changes to teaching for that particular area of SEN. At this stage, outcomes and planned provision to meet the individual needs are agreed by parents, pupils and staff at the person-centred review meeting.

Do

The SENCo and class teacher will implement and manage the agreed interventions or actions in light of earlier assessments. This may include –

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of pupils being withdrawn to work with the SENCo or with LSA support for interventions such as Toe by Toe, Rapid Phonics or Speech therapy.
- Implementing strategies as advised in the Essex Provision Guidance.
- Implementing specific strategies/programmes as recommended by outside agencies e.g. Educational Psychologist, Occupational Therapist, Speech and Language Therapist.

The class teacher is responsible for

- the progress and development of all pupils including those with SEND.
- ensuring the plan is implemented in the classroom.
- regular liaison with parents and the SENCo.
- effective deployment of additional adults.
- group or 1; 1 teaching by an LSA in and away from main class.
- Identifying on class planning the provision they are making for pupils with SEND.
- Supporting the SENCo in the writing and reviewing of outcomes for pupils with SEND.

Provision maps are used for each class to manage and review the interventions that are planned for each pupil with SEN. The Provision maps record the type of intervention, the outcomes, the time frames, who is leading the intervention and the impact of the programmes.

Parents will continue to be consulted and kept informed of the action taken to help their child and the outcome of any action.

The SENCo will support further assessment of the pupil where necessary, assisting in planning for their future needs in discussion with colleagues and parents. The SENCo will also monitor the impact of interventions, through lesson observations, pupil progress data, and pupil interviews.

Review –

This stage is where the agreed outcomes for the individual pupil are reviewed to see what progress has been made and the impact of the interventions and actions. Person-Centred reviews are held at least once a term for each individual pupil with SEN. The school will record the steps taken to meet the needs of individual pupils through the use of Provision Maps, “*My Outcomes*” document for SEN Support and “*The One Planning and One Page Profile*” documents for those with high or complex needs. These records are working documents and can be reviewed at any time as and when needed.

The SENCo has responsibility for ensuring the records are kept up to date and maintained as well as being available when needed.

The *person-centred review meetings* are attended by parents/carers, class teacher and school staff which may include LSAs, the SENCo and any relevant professionals from outside agencies. Everyone at the meeting is invited to express their views as to what is working, what may need to be changed or adapted. Clear outcomes for the pupil are agreed by all and time frames set. Any actions that need to be carried out and by whom are recorded.

Partnership with parents and pupils

Partnership plays a key role in enabling children and young people with SEN to achieve the best possible educational and other outcomes. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEN will be treated as partners who play an active and valued role in their child's education.

Parents are invited to all the person-centred review meetings at least once every term, as well as being able to make appointments to see the class teacher or SENCo at any time. The Head teacher, class teacher and SENCo are available to meet with parents, at their request, at the earliest convenience.

Children and young people with SEN often have knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our school **SEN Information Report** which includes arrangements made for pupils with SEN in our school.

The school will also guide parents to the LA's local offer at www.essexlocaloffer.org.uk which can offer parents support and information about what is available for pupils with SEN.

Working in Partnership with Other Agencies

The staff at St Andrew's work closely with a range of external agencies including:

- Educational Psychologist
- FAST
- SENCAN
- Specialist Teacher Team
- Social Care
- Health Services – including Occupational Therapist
- Speech and Language Therapists
- Emotional, Wellbeing and Mental Health Service (EWMHS)

Support and advice from these professional agencies are used to plan provision to meet the pupil's needs and will be recorded in "My Outcomes" or "The One Planning" as appropriate. The agencies also provide in-service training and professional expertise to assist the SENCo, class teacher and LSAs in providing appropriate strategies and provision to promote pupil progress.

Parents are fully informed when an external agency is to work with their child and are also informed of the assessment and strategies given. Staff from external agencies are also available to meet with parents to discuss their child's progress and are invited to the person-centred reviews.

Admission Arrangements

In addition to the admission arrangements outlined in the school prospectus, together with the Admissions Policy and Inclusion Policy, the following procedure will operate for children with SEN.

Where children entering school have already been identified as having SEN, the SENCo will collate and summarise all the information which is sent from other sources e.g. a report from pre-school, from SENCAN, school records, One Planning etc.

If these are not available she/he will attempt to contact appropriate resources. She/he will also gather information from the parents(s)/carers and the child. In consultation with the appropriate school personnel, an action plan will be drawn up and implemented and may, for example, include further assessment, allocation of resources for the implementation of the Provision Map or EHC Plan. Children with SEN are considered as part of the normal admissions procedure.

Transition Arrangements

To aid transition from pre-school to Early Years, staff meet to discuss specific pupils and their IEP/The One Planning. The Early Years class teacher and SENCo make visits to the Pre-schools and likewise the Pre-schools are invited to visit St Andrews. Pre-school pupils attend an induction day at St Andrews. Pre-school children are also invited to school assemblies and to eat their lunch in the school hall as part of the transition programme. The Early Years Teacher and LSA also make home visits at the beginning of the Autumn Term to build positive links between home and school.

Transition within the school is also considered for specific pupils with SEN. This may include visits to the new classroom, time with the new teacher, making a book with photos of new staff, environment etc. Pupils with high or complex needs are invited, where appropriate, to make a short visit with their parents on an INSET day in September before the term starts, so that they can meet their new teacher, LSAs and see the classroom.

Relevant records and assessments are passed on to aid transition from KS2 to KS3. The secondary SENCo and SENCo from St Andrews's meet and discuss specific pupils. The Year 6 pupils also attend induction days at their Secondary school. Additional visits are arranged for

pupils with SEN, including meetings with the secondary school SENCo, parents, pupil and the SENCo from St Andrew's School. Secondary School staff are also invited to visit St Andrew's to meet with the pupil in their own environment.

Supporting Pupils at school with medical conditions

At St Andrew's CE Primary School, we follow our "Supporting Pupils with Medical Conditions Policy" to ensure that pupils with medical conditions are appropriately supported so that they have full access to school, including school trips and PE. Please see our full policy "Supporting Pupils with Medical Conditions" for more details. Health Care Plans are written in conjunction with parents and the Health team; these are circulated to all staff. Support and training are received from relevant health and nursing teams as appropriate.

Accessibility

At St Andrew's School, we follow our "Accessibility Plans and Policy" to ensure that we provide the appropriate auxiliary aids and services to support disabled pupils to access the full broad and balanced curriculum, as well as school clubs and trips. Please see our full policy "Accessibility Plans and Policy" for more details.

Allocation of Resources

The SENCo, in partnership with the Head Teacher, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with a current statement of SEN and Education Health Care Plans.

- Learning Support Assistants (LSAs) are used in the classroom under the direction of the class teacher to support children. Regular meetings are held with the SENCo to raise the LSAs level of awareness as to the needs of SEN children. LSAs also meet regularly with class teachers to discuss pupil's progress and targets. LSAs also work with pupils across the school to deliver specific Intervention Programmes as part of the Provision Map which is co-ordinated by the SENCo. Class Teachers draw up a class Provision Map and SEN timetable to match provision to individual pupil's needs within the classroom.
- Two of the LSAs, who have been trained as Emotional First Aiders, work and offer 1:1 support to pupils with social and emotional needs, as well as those who may have experienced a recent change in family circumstances or bereavement for example.
- Parents are also a valuable resource, helping with their own child and working in the classroom. Every effort must be made to involve parents in the education of their child.

- All classrooms have access to equipment useful for SEN. Willow Room contains a wide range of resources which can be accessed by all staff.
- Specially required equipment can be ordered if financially viable.
- Practical activities and outings for education purposes are most valuable to all children.
- Willow room and the library are areas available for SEN use, either by the SENCo or LSAs.
- The Sensory Room is available to provide a calm, relaxing area for multi-sensory activities to support and help meet the outcomes of pupils with SEN, including Autism, ADHD and social and emotional difficulties.
- “Let’s Talk” Speech and Language Therapist visits the school 2-3 days per term to offer support to staff, assess and work with pupils and offer specific training.

Role of Learning Support Assistants

These members of the school staff are funded through the school budget and their contribution to the school is greatly valued. They are to support the class teacher in the classroom to deliver the curriculum and give help and assistance where needed as well as leading Intervention Programmes as part of the SEN provision map. The class teacher, with the support of the SENCo, will ensure that the LSA has a clear understanding of the task that they are to direct, that they feel confident about it and that they are provided with the necessary resources.

Learning Support Assistants are requested:

- To listen to the outline of the task and ask if the instructions are not clear.
- Show confidentiality
- Treat the children with respect
- Encourage pupils to try for themselves and understand that the process, and not necessarily the finished result, is what is important.
- Discuss the work with the children and encourage language and expression;
- Give the less assertive children equal opportunities to contribute
- Allow enough time to complete a task
- Not intervene too much
- Develop the pupil’s independence.
- Ask questions of the children and be a good listener
- Be aware of the children’s needs.
- Be a good role model
- Have fun and show enjoyment in a shared activity
- Be aware of safety procedures
- Take part in training sessions organised by the SENCo
- Record daily progress relating to pupils agreed outcomes.
- Implement agreed strategies and programmes, and advice from specialists.
- To contribute to the review and target setting process.

Staff training

- SENCo attends regular SEN cluster meetings, SENCo Update meetings and EP drop in sessions.
- SENCo to report back on courses and area meetings.
- INSET for dealing with concerns and planning strategies, as appropriate.
- Discussions with Educational Psychologist and other outside agencies.
- SENCo/Head teacher to organise relevant training for class teachers and LSAs.
- SEN action plan as part of the School Development Plan to identify areas for development and training.
- Regular SENCo meetings with LSAs to discuss specific pupils as well as training opportunities.

Role of the Governing Body

- Do their best to ensure the necessary provision is made for any pupil who has SEN.
- Ensure that where the school has been informed by the LA that a pupil has SEN, those needs are made known to all that are likely to teach her/him.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEN.
- Report annually to parents on the school's policy for pupils with SEN.
- Ensure that children with SEN have access to all the activities of the school
- Have regard for the Code of Practice (2014) when carrying out its duties toward all pupils with SEN.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their pupil.

The SENCo and SEN Governor meet every term to monitor the School Development Plan and the SEN provision in the school.

Compliments and Complaints

If any parent has a compliment or a complaint about the nature of the SEN provision at St Andrews School, then any comments should be expressed to the class teacher and/or Head Teacher. If a problem cannot be resolved, the SEN Governor, or governing body is the next point of contact. It is hoped that an effective partnership with parents will avoid issues of this nature. The 'Complaints Policy' detailing the correct procedure is available on the school website.

Monitoring and Evaluation

The SENCo, along with the SLT, monitors the pupils with SEN using the systems in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCo and Head Teacher hold regular meetings to review the work of the school in this area. In addition, the SENCo and the named Governor for SEN also hold regular meetings to review the SEN school development plan.

Evaluating successes will be done in a number of ways:

- Outcomes will be set for all children with SEN through the assess, plan, do and review process and will be reviewed every term.
- Parental feedback at review meetings.
- Pupil feedback
- Standardised test results (reading/writing/spelling/mathematics)
- Evidence of progress through curriculum-based assessment.
- SENCo's tracking grids of all SEN pupils and Intervention programmes.

Reviewed by Emma Flin – September 2019