

## **St Michael's Church of England (VA) Primary School**

### **Policy Statement on Special Educational Needs**

This policy is in keeping with the school's Mission Statement:-

"We aim to help every child to make the most of hi/her unique gifts, to provide a Christian environment and to teach Christianity as true".

At St Michael's we believe this statement embraces a range of aims and values, for all children including those with SEN.

- Independence – the provision of a secure, stimulating environment in which self-confidence and self esteem can flourish.
- The whole child – opportunities for the development of individuality and personal responsibility.
- Respect and value – for self, other and property.
- Love and Care – of all in God's world using the examples of Jesus and the lives of other people.
- Encouragement and expectation of our children to adhere to accepted codes of behaviour, develop a positive attitude and application in the what they do.
- The provision of a foundation for good citizenship as a preparation for the challenges of adolescence, adulthood and the 21<sup>st</sup> century.
- Good teaching and learning opportunities with high, but realistic achievable expectations – appropriate to needs and circumstances, going beyond National Curriculum requirement.
- Personal pride by our children in the contributions and responsibilities they make towards the local communities and environments to which they belong – St Michael's School, the parish and town of Lyme Regis and beyond.

## **1. Aims and objectives**

### **Aims**

Our policy is to ensure that all children have access to the full curriculum in accordance with:-

- The SEN Code of Practice and Disability Act – 2001/2002
- National Curriculum 2000
- Education Act 1996
- Inclusive Schooling, Children with SEN 2001
- Every Child Matters – 2004
- The Lamb Report "SEN and Parental Confidence " - 2009

We aim to provide every child with a broad and balanced education based on the National Curriculum and in line with the *Special Educational Needs Code of Practice (Nov 2001- DfES)*. The whole school community is committed to a fully inclusive society where all children are valued and included and where they have a secure sense of belonging and are given access to an education which allows them to achieve their potential.

Our aims are:

- to ensure that all children have any special educational needs identified in order that they receive the support where needed in their academic progression, physical and mental health, and wellbeing;.
- to ensure the safeguarding of all children and enable them to learn and grow independently in a safe environment which meets their need;
- to ensure all children with special educational needs have work given to them at a level they can understand and achieve;
- to ensure that all children with special educational needs receive the additional support they require to remove any barriers to their progress ;
- to follow the principles of Dorset's Inclusion Vision which promotes entitlement, equality, diversity, flexibility and choice;
- to adopt an approach which acts in accordance with the duties and responsibilities as detailed in the Equality Act 2010.

## **Objectives**

- Identify those with special educational needs as early as possible.
- Monitor the progress of all children to ensure that those with special educational needs have the opportunity to maintain the same rate of progress in their learning, or better, than children without special educational needs.
- Promote social inclusion that allows children to develop a sense of belonging.
- Make appropriate provision to ensure children with special educational needs have full access to the National Curriculum with positive outcomes.
- Value and celebrate difference and diversity.
- Make clear the expectations of all partners in the process; ensure parents/carers are able to play their part in supporting their child's education (in the spirit of the *Lamb Report Dec 2009*); ensure children have a voice in this process and have full access to all elements of the curriculum; identify the roles and responsibilities of staff in providing for children's special educational needs and enable all Staff, Governors and others who work in our school to respond in a co-ordinated and appropriate manner to the special needs of our children.
- Work together effectively with special educational needs specialists who visit our school.
- To foster emotional wellbeing.
- Create an environment where children feel safe and free to voice their opinions of their needs.
- Eliminate unlawful bullying and tackle discrimination.

## **2. Definition of Special Educational Needs**

All children may at some time have special needs, be they emotional, physical, behavioural or a special learning difficulty. Children have a learning difficulty if they have a:-

- significantly greater difficulty in learning than the majority of children of the same age and/or
- disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA

*(Children are not regarded as having a learning difficulty solely because the language used in their home is different from the language in which they will be taught.)*

### **3. Roles and Responsibilities for the Co-ordination of of SEN Provision**

***(This section to be updated annually)***

**SEN Provision** means educational provision which is additional to, or otherwise different from, the education provision made generally for children of their age in schools maintained by the LEA (or other special schools) in the area.

The person responsible for overseeing the provision for children with SEN is:  
**Miss A Grose, Head Teacher**

The person so-ordinating the day to day provision of education for children with SEN is:

**Miss C Bailey, SENCo**

The nominated Governor to link with Special Educational Needs is:  
**Mrs B Wood**

**The educational provision for pupils with SEN is a matter for the school as a whole.** To achieve this the SENCo will work closely with the Headteacher, Governing Body, Teaching Staff, Support Staff, parents and a range of external agencies.

#### **Responsibilities of the Governing Body:** *(in co-operation with the Headteacher)*

- Determining the school's general policy and approach to provision for children with SEN.
- Establishing appropriate staffing and funding arrangements.
- Appointing a governor with special responsibility for SEN to monitor closely the school's work on behalf of SEN (Betty Wood).
- Reporting to parents annually on the school's SEN policy.
- Support the Headteacher and SENCo with regard to their responsibilities for pupils with SEN.

#### **Role of the SEN Link Governor**

The SEN Link Governor representing the Governing Body liaises with the school staff. They oversee the SEN provision and support the school in striving to make sure those children and young people with special educational needs get the help they need to be successful in lessons, in social situations, and to participate fully in the school community. Governors have a duty to report to parents annually on the policy for children / young people with special educational needs. The SEN Link Governor

- Know and understand the governing body's responsibilities regarding pupils with SEN.
- Help raise awareness of SEN issues at Curriculum meetings and give up-to-date information of SEN provision within the school.
- Understand the funding of and income and expenditure for SEN and review the effective and efficient use of SEN funding delegated to the school.

- Support the school's annual review of the SEN Policy and have a familiarity with the statutory elements of this policy and how they are implemented.
- Understand changes in law associated with the delivery of SEN provision within our school.
- Support and challenge the headteacher and SENCO with regard to their responsibilities for pupils with SEN by reviewing relevant data.
- Meet regularly with the SENCO to discuss the impact of policies and practice and consider developments.
- Represent the governing body in respect of SEN matters during OFSTED inspections.
- Attend relevant training provided by the LEA.

### **Responsibilities of the Headteacher:**

- Managing all aspects of the school's work, including provision for those children with SEN.
- Keeping the Governing Body fully informed.
- Working closely with the school's Special Educational Needs Co-ordinator and SEN teacher.

### **Responsibilities of the SENCo:**

- Creating and maintaining an up-to-date SEN Register
- Creating an SEN Policy relevant to the needs of ST Michael's VA Primary School, Lyme Regis and in line with current government legislation.
- Co-ordinating provision for those children with SEN in line with the school's SEN policy.
- Ensuring liaison with parents and other professionals in respect of children with SEN.
- Advising and supporting other practitioners within the school setting together with the SEN teacher.
- Ensuring that appropriate Individual Education Plans are in place.
- Ensuring that relevant background information about children with SEN is collected, recorded and updated.

The SENCo will hold details of all Cause for Concern, School Action and School Action Plus records and Individual Education Plans for individual children.

All staff have access to the following information:

- St Michael's, Lyme Regis, SEN Policy
- A copy of the full SEN Register;
- guidance on identification in the Code of Practice (School Action, School Action Plus and children with Statements);
- information on relevant individual children's special educational needs, including action plans, targets set and copies of their Individual Education Plans (IEPs);
- practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- information on the staff IT system on individual children and their special needs and requirements;

- information on current legislation and SEN provision on staffroom notice boards.

#### **4. Admission Arrangements**

The governors and Staff of St Michael's expect all children to be treated equally and fairly at school, therefore the admission procedure all children with Statements of Special Educational Needs, including those with disabilities is the same as for all children wishing to attend at Michael's School and is in line with the Equality Act 2010 and the principles of the Church of England. (See Admissions Policy). This includes children with any level of Special Educational Need; those with Statements of Special Educational Need and those without Statements.

All SEN paperwork and information should be passed to the SENCo as soon as possible. If the child is making a transition from another school, the SENCos of the feeding and receiving schools should exchange relevant information to aid a smooth transition.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the child's entry to the school. The child will be closely monitored from the time they start at the school to ensure that all special educational needs are available and appropriate in the context of available resources.

#### **5. Special Facilities for those with Special Educational Needs.**

The school has an Accessibility Plan that is monitored, reviewed and then reported upon annually in compliance with legal requirements. The school will honour the requirements set out in Statements of Special Educational Needs for each child / young person. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed by the Equality and Human Rights Commission.

The school building comprises split-level, single storey accommodation

The school has a range of specialist SEN facilities in place. At present these are:

- Access to the upper level for wheelchairs may be gained via a ramp leading to the front door.
- There are toilet facilities on the upper level for the disabled.
- Increased access to the curriculum and assistance during examination.
- The school can draw on assistive technology and school transport as required.
- The school has appointed a learning mentor to be responsible for children with emotional and behavioural problems.

#### **6. Allocation of Resources for those with Special Education Needs**

The SEN budget is delegated to the school by Dorset County Council. There is also additional funding through central government - this may change on an annual basis as different government priorities arise The Headteacher in consultation with the SEN Governor and the Finance Committee allocate this budget to staffing and resources, having considered the needs of the children identified as having Special Educational

Needs and to meet the aims and objectives covered in this policy. Staff are able to request specific resources via the SENCo to meet their specific teaching needs.

## **7. Identification/Assessment and Review Procedures**

The school follows closely the guidance and regulations outlined in '*Special Educational Needs Code of Practice*' issued by the DFES (effective from January 2002). This includes the new rights, duties and regulations introduced by the SEN and Disability Act 2001. The Code of Practice sets out a 2-stage model ('Graduated Response') for identification and assessment of children with special educational needs as follows:

### **7.1 CAUSE FOR CONCERN**

**This stage is triggered by a child giving cause for concern and the teacher beginning to gather information**

- a. Once a child has been identified as possibly having special educational needs they will be monitored closely by staff in order to gauge the level of their learning and possible difficulties.
- b. Parents / carers will be involved fully at every stage of their child's / young person's development; in partnership, they are encouraged to share information and knowledge with the school.
- c. The child's / young person's class teacher will take steps to provide differentiated learning opportunities taking into account any social, emotional or behavioural needs that are applicable. This means that work and expectations will be adjusted appropriately. This will aid the child's / young person's academic progress and sense of well-being.
- d. Accurate records are maintained by the SENCo, detailing those children for whom requests have been made by parents/carers or teachers regarding potential need for additional provision.
- e. Progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on individual needs and the progress being made.

### **7.2 SCHOOL ACTION**

**This stage is characterised by the need to provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. These children are placed on the school's SEN Register.**

At this stage the SENCo or SEN teacher will work closely with the class teacher to co-ordinate the child's SEN provision by:

- a. School Action provision means that the school provides support without external advice or additional resources provided by the Local Authority.
- b. Class teachers and SENCos continue to discuss and amend where appropriate the support that is already provided, to address the specific needs. Action that has already been taken is reviewed and altered in line with the new findings.
- c. Parents will be informed by the class teacher that special educational provision is being made for their child. This will be done sensitively, in a way that

encourages parents to contribute their knowledge and understanding of the child and to raise any concerns they may have about their child's needs and the provision being made for them.

- d. The school has a provision map and an action plan is drawn up (Individual Education Plan), detailing what support will be provided. This will ensure that specific individual targets are identified and strategies put in place to achieve these including the provision of additional resources/support where appropriate (eg small group classroom support from a Teaching Assistant and/or specific SEN teaching support to develop literacy/numeracy skills). The plans and findings are recorded in the child's records and parents / carers are informed and consulted at every stage.
- e. Progress made by the child is reviewed and appropriate action is taken to support the child further if required. When a child/ young person has made sufficient progress, they may be removed from the school's SEN Register. If this happens, they will continue to be monitored until it is clear they no longer require additional special educational needs support.
- f. If sufficient progress is not made then parents may be asked for their permission to refer the child to an external agency, eg Educational Psychologist, so that further advice can be sought

### **7.3 SCHOOL ACTION PLUS**

- a. When a child / young person has already been identified as having special educational needs and steps have been taken to support them with School Action and the child has not progressed as expected, the school will consider taking further steps called School Action Plus (SA<sup>+</sup>). The child / young person will remain on the school SEN Register.
- b. External professionals will be asked to provide support in the planning and implementing provision.
- c. The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents / carers regarding progress and targets met. External support can involve help and intervention programmes, for example through specialist teaching or therapy. The school will coordinate this and, with identified external professionals, monitor, review and evaluate the effectiveness of the support.
- d. When a child has made sufficient progress, they may revert to School Action support and remain on the school's SEN register and continue to be monitored. A child who has not made sufficient progress may be put forward for Statutory Assessment.

### **7.4 REQUEST for STATUTORY ASSESSMENT**

If a child has severe, complex and long-term special educational needs they may be put forward for Statutory Assessment. This is normally requested by the school, in consultation with parents. The decision to request Statutory Assessment will follow a period of sustained school intervention and support at School Action Plus. This will include programmes of joint working with relevant external professionals and Educational Psychologists.

The request will be discussed at the Local Authority SEN Panel who consider whether the school has taken every step possible to support of the child at School Action Plus. Feedback from the SEN Panel will indicate whether the request will proceed to Statutory Assessment or not.

If a Statutory Assessment is agreed the Local Authority will request information from a variety of sources including:

- child
- parents / carers;
- school;
- Educational Psychologists;
- Community Paediatrician;
- Children's and Families Services (if known to the service);
- anyone else whose advice the Local Authority considers appropriate;
- anyone else whose advice the parents / carers considers appropriate.

## **8.5 STATEMENT OF SPECIAL EDUCATIONAL NEEDS**

- a. Following Statutory Assessment, the information gathered is considered by the Local Authority SEN panel. If the child/ young person has significant additional long term needs which cannot be reasonably provided from the resources normally available to a main stream school a Statement of Special Educational Needs will be issued by Dorset County Council.
- b. This Statement of SEN outlines the type and amount of additional classroom support required, together with any additional teaching support to be provided by an external agency. Funding for this is currently delegated to schools, unless the child has a 'low incidence' or medical need, when funding will be provided centrally by the LEA. In addition to a full description of the child's special educational needs, the Statement itself will outline details of:
  - i. The *objectives* that the special educational provision should aim to meet.
  - ii. The *special educational provision* which the LEA consider appropriate to meet the needs and objectives.
  - lii The arrangements to be made for monitoring progress in meeting those objectives, particularly for setting short-term targets for the child's progress and for reviewing his or her progress on a regular basis.
- c. **Special Educational Provision:**
- d. **Non-Educational Needs:**

All relevant non-educational needs of the child as agreed between the health services, social services or other agencies and the LEA.
- e. **Placement:**

The type and name of school where the special educational provision is to be made is specified.
- f. Parents do have the right to appeal against a decision either for or against a Statement of Special Educational Needs for their child and this will be explained by the Local Authority.

- g. Once the Statement of special educational needs is completed, it will be kept as part of the child's formal record and reviewed annually by staff, parents / carers and the child. The Annual Review enables an evaluation of provision for the child and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

(See SEN Code of Practice (*DfES 2001*), Chapter 9 – Annual Reviews

## 8. CURRICULUM

Children with special educational needs will be given help with the curriculum through specialist provision arranged by the school according to the needs of the individual, and in consultation with parents / carers as far as possible.

Every effort will be made to educate and support children with special educational needs alongside their peers in a mainstream classroom. Where this is not possible, the **SENCO** will consult with the child's parents/carers for other flexible arrangements to be made.

The school curriculum is reviewed regularly by **school curriculum team** together with the **SENCO** to ensure that children of all levels and abilities are supported so that they can make progress in their learning. This includes other learning opportunities in small groups or with specialist staff.

It is our aim to ensure that all resources and SEN provision is being used effectively and efficiently within the school to support the curriculum and enable children to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any children including sharing progress reports, medical reports and teacher feedback;
- providing regular training and learning opportunities for staff on SEN teaching, methods and techniques.
- making use of all class facilities and space;
- using support effectively in the classroom to ensure that teaching material is adapted to individual needs;
- making sure that individual or group tuition is available where it is felt that children would benefit from such support;
- the SENCo's advice is sought in any decision to provide long term group teaching away from the main classroom involving children with special educational needs;
- Parents / carers will be made aware of any circumstances in which changes have been made;
- setting appropriate individual targets that motivate children to do their best, and celebrating achievements and success;
- encouraging children to share their targets with their families.

## 9. RECORD KEEPING

- The Class Teacher is responsible for maintaining and updating all Individual Education Plans and provide sheets for those children in his/her class and liaises regularly with the SENCo to draw up appropriate targets.
- Individual Education Plans are reviewed at least twice a year by the SENCo and the SEN Register is adjusted accordingly.

- Copies of all reports/assessments and action related to individual children are also kept on file.
- Details of all referrals, involvement of external agencies, medical assessments and current levels of SEN teaching/classroom support for individual children are recorded through a 'Log of Action'. These are updated regularly.
- Individual records of test results and/or teacher assessments for all children are compiled in order that progress can be tracked. Appropriate support and intervention can then be initiated according to individual need.

## 10. INVOLVEMENT OF CHILDREN

Pastoral programmes ensure that all pupils *including those with SEN* are fully involved in all aspects of the life of the school and are enabled to have an equal voice. Classroom organisation includes opportunities for choice and decision-making for all children, for at least some part of the school day.

Pupil participation is the goal for all children and opportunities for such participation expand as pupils develop. Wherever possible, children with SEN are actively involved at an appropriate level in discussions about their IEPs and have their views recorded. Statemented pupils complete a pupil questionnaire in preparation for their annual review. Pupils at SAP/Statement also contribute to Personal Achievement books. Children are encouraged to share in the recording process and in monitoring and evaluating their own performance. Children who may have low self-esteem and lack confidence are actively encouraged to track their own progress and record achievement within a programme of action designed to meet their particular learning or behavioural difficulty. This contributes significantly towards improved confidence and self-image. ***Successes are celebrated as well as any difficulties clarified and addressed.***

## 11. INCLUSION OF THOSE WITH SPECIAL EDUCATIONAL NEEDS

The SENCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. All SEN provision should be mindful of the statutory requirements to promote equality and to eliminate unlawful discrimination.

We aim to provide the best opportunities for participation and achievement across all areas of school activity (social, curricular and physical) by:

- providing a balanced curriculum for all children both in and outside of the classroom, including play and interaction at mealtimes/ playtimes; extracurricular activities; school day trips and residential visits;
- adapting learning to best suit the needs of individual children
- promoting and encouraging all our children to be aware and responsible for their thoughts and actions.

## 12. EVALUATING THE SUCCESS OF PROVISION

In order to make consistent continuous progress in relation to special educational needs provision, the school encourages feedback from staff, parents / carers and children throughout the year. The school strives to narrow the achievement gap between children with special educational needs and those who do not.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo **Headteacher** and information is gathered from different sources such as continuous evaluation by the class teacher, parents' evenings, regular SEN drop ins for parents, school council and an annual questionnaire to parents.

The results of all evaluations are used to find more effective ways of supporting children who have special educational needs.

### **13. WORKING IN PARTENERSHIP WITH PARENTS/CARERS**

#### **Have we got a parent partnership policy. If so we should mention it here**

St Michael's school embraces the recommendations of the Lamb Inquiry (2009) and believes that a close working relationship with parents / carers is vital in order to ensure:

- early and accurate identification and assessment of special educational needs so that the child's requirements are provided;
- continuing social and academic progress of children with special educational needs;
- personal and academic targets are set and met effectively;
- consideration is given to the most appropriate form of evaluation and planning to meet the special educational needs of individuals – e.g., Person Centred Reviews.

The school welcomes parents' comments and suggestions; parents / carers can make an appointment to speak to any member of staff including the SENCo throughout the year for any reason. If parents / carers have concerns about staff supporting their child with special educational needs they should talk in the first instant to the SENCo or to the Headteacher if the concern regards the SENCo

Parents / carers are kept up to date with their child's / young person's progress through **[progress reports, parents' evenings, provision reviews, and reports at the end of each term.]**

If required, more regular communication can be arranged with parents / carers. The school will provide information on how to contact the Parent Partnership Service who offers independent and impartial advice, guidance and support for parents / carers. The Parent Partnership Service can also advise on how to obtain mediation services.

If at any time, an assessment or referral indicates that a child has additional learning needs, they and their parents / carers will always be consulted with regards to future provision. Parents / carers are invited to attend any meetings with external agencies regarding their child, 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 Link Governor may be contacted at any time in relation to SEN matters.

### **12. COMPLAINTS PROCEDURE**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child that has not been dealt with satisfactorily,

an appointment can be made by them to speak and explain the issues to the SENCo. Information on how to make a formal complaint is published on the school's website where a copy of the Complaints Procedure can be downloaded.

### **13. IN-SERVICE TRAINING**

We aim to keep all school staff up to date with relevant and appropriate training in relation to the needs of children with special educational needs. The SENCo will recommend or arrange appropriate SEN training for staff where needed. The SEN Governor will attend any training deemed necessary for her to fulfil her responsibilities.

### **14. LINKS TO SUPPORT SERVICES**

The school nurtures strong working relationships with external support services in order to support children fully.

The information, forms and guidance provided on the Local Authority's *Schoolsnet* website is used to enhance school provision for special educational needs.

Sharing knowledge and information with our support services is key to the effective and successful provision of special educational needs within our school. Any one of the support services may raise concerns about a child / young person. This will then be brought to the attention of the SENCo and the child's parents / carers.

### **External Agencies**

Additional support (specialist teaching/assessment/advice and training) can be provided as and when is necessary by the following agencies:

- SENSS – Literacy/Numeracy (Assessments)
- COSHIVIC – Hearing and Visually impaired children
- Educational Psychologist
- Social Services
- SALT – Speech and Language Therapy
- Occupational Therapy / Physiotherapy
- Child and Family Guidance
- School Health – School Nurse and Medical Officer
- Local Health Authority – Consultant Paediatricians and GPs
- Educational Welfare Officer
- Social Services
- Voluntary reading helpers
- CAMS – mental health team
- Ethnic Minority and Traveller Achievement Service
- Behaviour Support Service
- Special Outreach Service Locality Team

- Dyslexic testing at Woodroffe School

### **CAF (Common Assessment Framework)**

Where the needs of the child are complex and a detailed case history is required, a CAF may be initiated. This is to ensure that relevant information from all agencies involved with the child and/or family is shared and future provision is planned collaboratively and recorded in a common format.

### **16. LINKS WITH OTHER SCHOOLS**

St Michael's has a pre-school on-site which is managed and maintained by the Head and Governors of the Primary School. The SENCo liaises closely with the Pre-school leader. Close links are maintained with The Woodroffe School to ensure smooth transition of pupils from Year 6 to Year 7. Advice and support can also be accessed from the special schools within the LEA.

#### **This policy should be read in conjunction with:**

- Child Protection and Safeguarding Policy.
- Equal Opportunities.
- Behaviour Policy as given in the Parents Prospectus. Policy
- Inclusion Policy
- Complaints Policy
- Accessibility Policy
- Admissions Policy
- **Do we have any other relevant policies?**

### **Monitoring and Review**

This policy is a working document for all members of Staff and Governors. Section 3 will be updated annually and the remainder of the policy will be reviewed by the SENCo and SEN Governor within the school's cycle of policy reviews or as needed to be in line with new legislation, county initiatives, and school procedures.

This policy was adopted by the School's Governing Body at its meeting on

Date:- 23.09.2013