



St Hilary School Policy For Special Educational Needs 2016-7

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)

Principles

- a child with SEN will have their needs met
- the views of the pupil should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- staff will ensure that pupils with SEN join in the activities of the school together with pupils who do not have SEN, so far as that is reasonably practical and compatible with the pupil receiving the necessary SEN provision, the efficient education of other children in the school and the efficient use of resources.

Objectives

- The school will manage resources to ensure all children's needs are met
- A pupil's special educational needs will be identified early
- When any pupil is identified as having special educational needs, those needs will be made known to all those who are likely to teach them.
- All those responsible for or involved in SEN provision take into account the views and wishes of the child
- The school and parents will work in partnership in identifying and meeting individual needs
- Provision and progress will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education Health Care Plans (EHC plans) will be reviewed annually in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy.

The effectiveness and appropriateness of the policy will be continuously monitored by the SENCO in conjunction with the SEN representatives from the Governing Body using the criteria listed elsewhere. The use of resources, identification, programme planning, provision effectiveness and quality, pupil progress, pupil participation, parents as partners, statutory EHC reviews, requests for EHC needs assessments, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

Responsible Persons

The 'responsible person' for SEN is **Kelley Butcher, Headteacher**.

The person co-ordinating the day to day provision of education for pupils with special educational needs is **Michelle Brant, SENCo**.

The SEN co-ordinator (SENCo) oversees the SEN provision within the school and liaises with, and reports back to, the Head Teacher, the SEN Governor, the Governing body and the staff. She is a member of the Senior Leadership Team and has achieved the National Award for SEN (NASENCo award) (as required by Clause 64, of the Children's & Families Bill, 2014).

The key responsibilities of the SENCO include (6.90):

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The SEN Governor is Yvonne Oates

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such St Hilary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with Education Health Care Plans for their special educational needs and those others with less significant problems.

Special Provisions for Disability

In line with the Equality Act 2010 St Hilary follows the law on disability discrimination, in that it works in only one direction- it protects disabled people but not people who are not disabled. The school therefore is allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. This duty to make reasonable adjustments means that the school will:

- Take reasonable steps to try and avoid disadvantage when the school does something that places a disabled pupil at a disadvantage compared to other pupils.
- Provide auxiliary aids or services for any disabled pupil when it is reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. (When a child has a statement of special educational need/ EHC Plan, the Local Authority has to provide auxiliary aids under current education legislation.)

The school uses the Equality Acts definition of disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' These children may not always have a statement.

Other Specialist Provision

Every opportunity has been taken to ensure that the school building is suitable for those with Special Educational Needs. The school is built on a slope and there are a number of flights of steps within the building, however all rooms do have wheel chair access. Handrails have been fitted to aid the use of steps.

The staffing structure is designed to support those with special needs. There are full time support staff in each classroom as well as ancillary cover for those children with Education Health Care Plans. There are two, non-classroom based support staff, which are deployed in those classrooms where it has been recognised that there are individuals with a higher level of need. Many of the staff have received specialist training to support those children with Special Educational Needs. All children with EHC Plans that need lunchtime and/or playtime supervision have assigned supervisors at these times.

Our school is a Thrive school, which works to identify and support children to develop their social and emotional well-being. We have 4 Thrive practitioners trained: the Headteacher, school SENCo and Thrive Co-ordinator and the two non- classroom based support staff.

ICT and Inclusion

Through our ICT teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs and those that are gifted and talented. We recognise that ICT is a major motivational tool for SEN and we use a variety of software to the utmost effect to broaden learning experiences.

Access to the Curriculum

The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the classteacher and SENCo will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

Identification and Assessment- a graduated response

Identification of special educational needs will be undertaken by all staff through the SENCo and the appropriate records will be maintained. Guidelines and deadlines for procedures are provided and class teachers, with the support of their TAs, are responsible for identifying those with special needs, for writing individualised provision maps (which now replace IEP's) and for seeing parents. Records will be developed through a process of continuous assessment by the class teacher, or as a result of standardised tests of educational achievement administered by the class teacher or a special educational needs teacher/ teaching assistant together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties.

In line with the SEND Code of Practice 0-25 the school promotes the use of the 'assess, plan, do, review cycle:

Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENCO, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review

All planning is pupil centred and outcomes focussed and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEN
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

The SENCO supports teachers in the effective implementation of provision

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

The 'assess, plan, do, review' cycle is recorded on individualised provision maps, which class teachers review termly, in line with pupil progress meetings.

The progress of children with special educational needs will be tracked using this as well as the schools whole school tracking, to ensure they are making appropriate progress. Additionally, the progress of children with an Education Health Care Plan will be reviewed annually, as required by legislation. (Six monthly for children in the Early Years)

As part of the graduated response school have separated those children on the School Record of Need into two groups. Those whose needs can be met using school resources: SEN Support (separated for school records as a lower level of need and more complex needs) and those with an EHC Plan.

Where necessary pupils will be referred to the special educational needs co-ordinator for diagnostic testing to construct a profile of the child's strengths and weaknesses. Dyslexia screening is carried out by for children who are considered at risk on a routine basis in Years 1, 4 and 6, as well as any other time a teacher has concerns regarding a child's progress.

Detailed records will be kept of the pupils receiving extra teaching support. These will include:

A profile of reading achievement, phonic check-lists, sight vocabulary checklists, detailed records of work, the results of standardised and diagnostic tests, assessments against learning objectives (interim reports), target setting and tracking will enable the staff to track pupil progress. A summary of these will be passed on to any receiving school.

As outlined in the Code Of Practice 2014 (6.28-6.35) school may identify needs according to 4 main categories of need: communication & interaction, cognition & learning, social, emotional & mental health difficulties and sensory &/or physical needs. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St Hilary School we identify the needs of pupils, by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Providing the graduated response at "Lower Level of Need" and "More Complex Needs" **(previously called School Action & School Action Plus)**

Lower level of Need

The school offers a differentiated curriculum. When a pupil fails to make adequate progress despite good quality personalised teaching, differentiation and other arrangements/ interventions, and shows signs of difficulty in some of the 4 main categories of need then:

- Class teacher/ SENCo will discuss, look at existing & if necessary collect additional information
- the school will place the pupil on the School Record of Need at the "Lower Level of Need"
- An individualised provision map will outline support that is additional to and different from the differentiated curriculum (referred to as Wave 2 provision), provided in a range of ways including:
 - Classroom organisation and management
 - In-class support by teacher/teacher assistant
 - Withdrawal for individual/small group work with Literacy and/ or Numeracy specialist support TA's
 - Home/school reading schemes –RWInc activities
 - Behaviour modification programmes – Circle of Friends, Time for Talk, Socially Speaking
 - Use of specialist equipment – ICT, coloured overlays
 - Alternative teaching strategies – Multi-sensory approach, Visual Thinking Strategies
 - Physical strategies – Fun Fit, Leap for Life
- This will also include 3-4 SMART (Specific, Measurable, Achievable, Relevant , Timed) targets

The resources allocated to pupils who have do not have EHC Plans will be deployed to implement this provision at the SEN Support level as outlined in the 2014 Code of Practice. Parents and pupils will be informed and involved in decisions taken at this stage.

More Complex Needs

If a pupil does not make progress, despite the schools and pupil's achievement is significantly below their peers, despite the school taking the action outlined, then they will be indicated as having 'more complex needs' on the Record of Need. These pupil's may require different interventions and/ or an increased level of support or advice may need be sought (referred to as Wave 3 provision), from the appropriate support services including:

SEN Support Services
Educational Psychological Services
Behaviour Support Services
Dyslexia Support Service
Physical Disability Service
Autism Spectrum Team
Social Services
Speech & Language Therapy Service
Audiology Service
Service for the Visually Impaired
Health Service including: Speech & Language Therapists, Occupational Therapists, Physiotherapists.
Early Years Team
Education Welfare Service
Education Out of School Services
Family Services
Early Support
Parent Partnership Service
Contact a Parent Service
AAC Augmentative and Alternative Communication Support
Children IN Care (CICESS)
Child Adolescent Mental Health Service CAMHS
Outreach from Specialist schools, such as Pencalenick & Nancealverne
Other agencies such as Dreadnought, Dcatch.

All referrals are made through the SENCo. Parental permission and involvement is always sought, using joint multi –agency meetings when necessary and appropriate.

The individualised provision map will be amended accordingly and the pupil will be identified as having a “More Complex Need”. This will set out fresh strategies for supporting the child's progress. The delivery of interventions continue to be the responsibility of the class teacher but with increased advice and support from others. The SENCo will routinely monitor the impact of interventions and provision.

At both these levels of need staff apply the **ASSESS – PLAN –DO –REVIEW cycle**. The level of support put in place will depend upon individual need. The provision that is currently available for pupils is outlined in St Hilary's School's Local Offer, which reflects the schools graduated approach and inclusive ethos.

If, after these levels of support have been in place and a child progresses they can move down a level of need or if they have made progress and their level of achievement is in line with National Expectations they can be removed from the School Record of Need.

Education and Health Care Plans (previously called Statements)

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the County Council to carry out an EHC needs assessment. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies.

Liaison

As outlined above all parents will be closely consulted when an outside agency becomes involved with a child. The school will liaise closely with all outside agencies and the parents regularly.

Transition arrangements at the end/ beginning of each academic year are in place so that each teacher passes on up to date and all relevant information regarding a child's SEN. When there is a more complex need the SENCo also meets with each class teacher to discuss transition arrangements.

The SENCo passes on all information to the secondary schools which our pupils move on to. All transfer of documentation and records are recorded.

Working with Parents and Pupils'

Parents

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

All parents of children with special educational needs should be treated as partners. They should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the child's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

When a child is first placed on the Record of Need and parents are first consulted, the SEN framework should be fully explained and the school SEN Parents booklet given.

Annually the school will publish a SEN Information Report (a statutory requirement, *Regulation 51, Part 3, section 69(3)(a) of the Act*). This will be available on the school website.

Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil.

Children should be enabled/encouraged to participate in all decision-making processes in their education, including the setting of learning targets and contributing to provision maps, discussions about choices of schools, contributions to the assessment of their needs and annual reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Resources

Currently the school identifies the following numbers as requiring SEN Support (8.1%)

15 pupils identified as having a lower level of need

5 pupils identified as having more complex needs

This fluctuates as children are added or removed from the Record of Need after their needs are reviewed each term.

Currently the school has 3 pupils who are the subject of Education and Health Care Plans (1.2%)

The school receives Notional SEN funding of £12,199 within the GAG funding. The school uses this directly to fund SEN support for all pupils with low attainment within the school.

The school is allocated £30,976 Deprivation payment within the EFA GAG funding statement. This takes into account the level of deprivation within the geographical area using the IDACHI Index (Income Deprivation Affecting Children Index). From within this the first 17 hours of each EHC Plan is funded, which is then topped up from the 'top-up funding'.

The Local Education Authority provides a top up of £5605 for 2016-7. This is for the top of funding for those children with EHC plans. This will be reviewed as new EHC plans are put into place.

At St Hilary School funds are allocated so that support is available to all children when they need this. To this end each class has full time TA support, there are two, non-classroom based support staff, which are deployed in those classrooms where it has been recognised that there are individuals with a higher level of need. This is over and above ancillary support given to the children with EHC Plans. Staff follow guidance in deciding who should be on the SEN record of need but no child is excluded from support should they need it.

Arrangements for the Treatment of Complaints:

The procedure for managing complaints is:

- Parents consult with class teacher
- Parents consult with SENCo / Head Teacher / Governor
- Parents are given information about Parent Partnership Groups
- Records of all events are kept in writing
- Parents will be invited in to discuss their difficulties face to face
- Parents will be communicated with in writing
- If parents have a concern the aim would be to contact them immediately or within a short timescale
- Refer to complaints procedure document

Staff Development

In-service training needs related to special educational needs will be identified by the Headteacher in consultation with the staff and will be incorporated into the school development plan.

Evaluating Success

The school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison and transition within school and with other schools
- Pupils awareness of their targets and achievements

This policy will be reviewed and updated annually. The SENCO will also report annually to the Governing Body concerning the effectiveness of the policy.

Date reviewed: 11.11.16

Signed by Headteacher: K Butcher

Date: 12.11.16

Signed by Chair of governors: Mr D Sharp

Date: 15.11.16

To be reviewed: Sep 2017

