



## **Ashton St. Peter's Church of England Voluntary Aided Primary School Special Educational Needs and Disability Policy**

(See also Equality and Inclusion Policies and Disability Equality Scheme and Accessibility Plan Inclusion)

**Ratified in February 2019  
Update in February 2020**

### **Compliance**

This policy complies with the statutory requirement laid out in the Code of Practice 0-25 (July 2014) 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)
- Schools SEN Information Report regulations (2014)
- DFE Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- The National Curriculum in England KS1 and 2. (2013)
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Equality Act 2010
- Teacher Standards 2012

The Children and Families Act 2014 provides, from September 2014, for:

- a clear and transparent 'Local Offer' of services across education, health and social care with children, young people and parents involved in preparing and reviewing it
- services across education, health and care to be jointly commissioned
- Education, Health and Care (EHC) plans to replace statements and Learning Difficulty Assessments (LDAs) with the option of a Personal Budget for families and young people who want one
- new statutory rights for young people in further education, including the right to request a particular institution is named in their EHC plan and the right to appeal to the First-tier Tribunal (SEN and Disability), and
- a stronger focus on preparing for adulthood, including better planning for transition into paid employment and independent living and between children's and adults services

This policy was written by the SENCO in collaboration with the SEND Governor, SLT and the wider school community.

The SENCO is **Mrs Michaels** supported by Mrs Harwood, and our SEND Governor is Mrs. Leadbeater.

**Mrs Michaels is a qualified and experienced SENCO, holding the National Award for Special Educational Needs Coordination.** Mrs. Harwood is an experienced NNEB, she has attended SENCO Training and holds an OCR Level 5 -'Teaching Learners with SpLD (Dyslexia) Certificate.

You can contact **Mrs Michaels** through the school office, by telephoning 01582 663410, by emailing the school at [office@ashtonstpeter.beds.sch.uk](mailto:office@ashtonstpeter.beds.sch.uk).

### **Rationale**

Ashton St Peter's Church of England VA Primary School is a mainstream school and we believe it is every child's right to achieve his/her full potential. We aim to raise the aspirations of, and expectations for, all pupils including those with individual special educational needs. We believe that all children are entitled to a broad and balanced curriculum including the National Curriculum. Our school ethos encourages a feeling of mutual respect for one another; providing for children with Individual needs is a natural extension of this.

### **Aims**

- To enable all children regardless of SEND to have access to a broad and balanced curriculum
- To identify and provide for pupils who have Special Educational Needs and other Additional Needs as early as possible
- To provide appropriate teaching programmes that will help the children to reach their full potential
- To adhere to the guidance in the Special Educational Needs and Disability (SEND) Code of Practice 2014
- To ensure a whole school approach to the management and provision of support for Special Educational Needs so that each child's needs are identified and met
- To provide a suitably qualified and experienced SENCO who will lead and facilitate SEND provision within the school
- To provide support and advice for all staff working with pupils with SEND
- To develop, lead and maintain partnerships and high levels of engagement with parents, pupils and all stakeholders in relation to SEND

### **Identifying Special Educational Needs**

A pupil is considered to have Special Educational Needs if they have either a learning difficulty or a disability and they need special educational provision to be made for them. Special educational provision is defined as any education provision which is additional to or different from that generally made for others of the same age in mainstream school.

At Ashton St Peter's Church of England VA Primary we believe that class teachers are teachers of all children. It is their responsibility to meet the needs of all pupils within their care. They do this by employing high quality teaching strategies which acknowledge the individual needs of each pupil in their class. When a pupil does not make adequate progress this is identified, and provision is put in place within the classroom setting to try to address this. The Code of Practice suggests that

pupils are only identified as having a Special Educational Need if they continue to fail to make adequate progress once they have had all the appropriate Wave 1 interventions/adjustments and quality personalised teaching.

At Ashton St Peter's Church of England VA Primary if this is the case the pupil is then identified as having a Special Educational Need.

The Code of Practice (2014) states that:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a 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 local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Code of Practice (2014) identifies four broad categories of Special Educational Needs. These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

We recognise that these 4 categories broadly identify aspects of the primary need for a pupil with SEN, however we also acknowledge that every pupil is unique, and understand the importance of examining the needs of the "whole child". We recognise the need to gather information about the pupil from everyone involved in the pupil's education, and acknowledge the importance of information about the pupil from other partners in their education, particularly their parents /carers. We work in close partnership with all involved, including outside agencies, to ensure the best possible provision for the pupil.

When monitoring and reviewing progress and attainment, and considering identifying a special educational need it is important to be aware of what does NOT constitute special educational needs:

- Disability - The Code of Practice outlines the duty of "reasonable adjustment" as provided under the current Disability Equality legislation, but this alone does not constitute special educational needs.
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium funding
- Being a Looked After Child

- Being a child of a servicewoman / man

### **A graduated approach to Special Educational Needs support**

The graduated approach is at the heart of our whole school practice, as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. However, where a potential special educational need has been identified, this process becomes increasingly personalised as it responds to a growing understanding of the child's barriers to, and gaps in, learning and an increasingly individualised assessment of need.

### **Quality First Teaching**

Class teachers are responsible and accountable for the progress, attainment and development of all the pupils within their class. (Teachers Standards 2012) At Ashton St. Peter's Church of England Primary School teachers are supported in this by regular half termly Progress Meetings to discuss the attainment and progress of all learners at the school. These meetings ensure that any concerns are highlighted and addressed.

At Ashton St Peter's Church of England VA Primary School we place a high emphasis on developing excellent Quality First Teaching (including emphasis on the importance of marking and feedback, self-assessment and peer assessment by the pupils, the development of independent learning skills and the use of assessment information to inform planning and teaching) and acknowledge the impact this can have on attainment and progress. We recognise that additional intervention and support cannot compensate for a lack of good quality class teaching. We ensure, through rigorous Performance Management procedures that any underperformance in teaching is addressed and the impact on pupils minimised. Regular Continuing Professional Development (CPD) is provided to enhance staff skills and understanding of SEND.

Where a pupil is identified as underachieving, the first response is made by the class teacher who plans appropriate differentiation, interventions and individualised target setting for the pupil in question. The class teacher will complete an initial concerns checklist which will collate a clear analysis of the pupil's needs.

The Code of Practice suggests using a range of sources of including:

- Teacher's assessment and experience of the pupil.
- Pupil progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents
- The pupil's own views (if appropriate linked to age and stage of development).
- Advice from external support services if already involved.
- Standardised testing, criterion referenced assessments, screening assessments for example.

If following a period of additional intervention and targeted support, which has been effectively monitored, the pupil is still underachieving, the class teacher, in discussion with the SENCO, will place the child on the school SEND Register at School Support. This discussion will consider all the information gathered about the pupil, and will compare their attainment and progress against national data and expectations. The discussion will also include examining the Central Bedfordshire graduated response advice.

## **School Support**

At Ashton St. Peter's Church of England VA Primary School we continue to use a cyclical approach to planning support and delivering improved outcomes for children with SEND. This allows the school to continually reflect on the approaches we use to meet a child's needs.

This approach can be seen as follows:

### **Assess – Plan – Do – Review**

**Assess** – the child's needs

**Plan** – what you need to do, the provision needed and what outcome should be achieved.

**Do** – put the provision in place

**Review** – what difference is it making towards outcomes?

**Assess** – A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. A clear analysis of the needs of the pupil will have been established during the completion of the Initial Concerns checklist, however, when a child is placed on School Support at Ashton St Peter's Church of England VA Primary School, it may be necessary to further analyse the precise gaps in a pupil's learning and development in order to further clarify what the barriers to learning may be. This may be achieved by the use of standardised testing, criterion referenced testing or special educational need specific checklists among other tools.

The pupil's needs will also be compared to the graduated response document issued by Central Bedfordshire which gives guidance about identifying special educational needs.

Ashton St Peter's Church of England VA Primary School aims to work in an integrated manner to meet the needs of the "whole child", and therefore it may be appropriate to request additional support for a pupil through the Early Help Assessment process, or Team Around the Child (TAC) at this stage.

### **Plan**

Class teachers will retain the prime responsibility for responding to a pupil's identified need. The Code of Practice clearly says that "all teachers and support staff should be made aware of a child's needs, the support provided and any teaching strategies or approaches that are required." At Ashton St Peter's Church of England VA Primary School this is achieved through the use of Individual Support Plans which identify the needs of the pupil, the targets for progress, how these targets will be implemented, the frequency of support received by the pupil, what the pupil will do to help themselves achieve the target, what support parents will give at home and the plan will also have clear criteria for success within an agreed time frame.

Interventions are planned in a cohesive manner and are linked to discussions held at Progress Meetings and Individual Support Plan review meetings. Interventions are planned robustly to ensure progress for pupils. All interventions are planned in collaboration with the class teacher, teaching assistant and SENCO, and are often evidence based successful interventions such as Sounds-Write (Phonic Programme), 'Time to Talk', 'Socially Speaking', 'Co-Ordination Groups'.

The level of support provided will be flexible and will depend on the immediate needs of the individual pupil. Pupils with a higher level of need at School Support will typically receive up to 15 hours of small group or possibly 1:1 support both within and outside the classroom.

### **Do**

Class teachers work closely with teaching assistants and specialist staff who are delivering interventions and targeted provisions to plan and assess the impact of these interventions. All staff, where possible, attend Progress Meetings and Individual Support Plan meetings to ensure effective sharing of information, and teaching assistants delivering interventions also provide regular verbal, and termly written updates, about the impact of the provision for each child.

Any child receiving additional support will also have a provision map, identifying support and the frequency with which it is given.

### **Review**

All staff continually review the progress of all pupils on a daily, albeit informal, basis in every lesson through marking and feedback opportunities as well as regular discussions with support staff, and staff will make necessary adaptations to teaching and learning approaches and provision as appropriate.

At Ashton St Peter's Church of England VA Primary School there are also more formal, rigorous ways of tracking progress. These include half termly progress meetings, termly progress weeks and termly Individual Support Plan meetings. These meetings will consider whether pupils with SEND are on track to reach their targets, whether there is an increase in previous rates of progress and whether there is a narrowing gap (attainment and progress) between pupils with SEND and those without.

The Individual Support Plan will be reviewed on a termly basis and all stakeholders will be included in the discussions about the individual pupil's next steps in learning.

These meetings will address the following key considerations:

- Has the pupil achieved the agreed targets?
- What is the evidence from regular day to day tracking?
- Has there been a generalisation of skills transferring back into class work?
- How have pupils and parents responded to targeted provisions?
- What are the views of all stakeholders?
- How does this term's evaluation feedback into the analysis of pupil's needs.
- What are the necessary changes to support, provision and targets needed for next term?

It is important at this stage to assess whether a pupil needs to remain at School Support, whether they require more or less interventions to overcome barriers to learning, or whether the school has, despite its best endeavours been unable to effectively address the Special Educational Need of an individual pupil. If this is the case the school will consider (with reference to the Central Bedfordshire graduated response document, and the Local Offer) whether it needs to request advice from outside agencies. If this is considered in the best interests of the child, the SENCO will facilitate a referral to the appropriate agency after collaborating with parents, pupils and staff. The SENCO may also consider whether she needs, in collaboration with parents to apply for Statutory Assessment.

## **Statutory Assessment**

If, despite the best efforts of all involved, a pupil has needs which are not being met by the provision school has in place it may be necessary to consider applying to the Local Authority for a Statutory Assessment of this pupils' needs. The Local Authority must respond within 6 weeks to the request for statutory assessment with a decision whether to carry out the assessment or not. If the local authority decides to carry out a statutory assessment they must complete this process within 16 weeks and inform parents as to whether they will be issuing a draft Education, Health and Care plan (EHC plan) or not. Once the draft EHC plan is issued parents and young people will have 15 days to respond and request a school placement. The school in question is then consulted. The EHC plan has to be finalised within 20 weeks of the initial request for statutory assessment.

## **Education, Health and Care Plan / Statement of Special Educational Need.**

Once an EHC plan is finalised the local authority must ensure that the specified special educational provision is secured. Ashton St Peter's Church of England VA Primary School will use all resources available to meet the needs of these individual children to the best of its ability.

The Children's and Families' Act 2014 requires local authorities to review an EHC plan within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated to the school. All Annual Reviews will be chaired by the SENCO and all involved parties will be invited to attend.

Families may choose to request a personal budget to support them in securing the provision identified in the EHC plan. If this option is chosen the SENCO will support the family in accessing the services they require.

## **Supporting pupils and families**

All services available in the local area are identified by the local authority in the Local Offer. This can be found on the SEND tab on our school website. The provision for SEND (Local Offer) at Ashton St Peter's Church of England VA Primary School can also be found on our school website.

The school will support parents in accessing support for their child from external agencies, and will refer children and families to services as appropriate. This referral may take place through the Early Help Assessment process or through direct referrals to services facilitated by the SENCO. The SENCO will also signpost the child/families to relevant agencies that may be able to provide additional support for the child/family.

Admission arrangements for Ashton St Peter's Church of England VA Primary School can be found in our Admissions Policy on our website, but no child will be discriminated against as a result of their Special Educational Needs or Disabilities.

Where necessary, specialist access arrangements will be put in place to ensure equality of access to assessment and national testing. This will be facilitated by the SENCO.

## **School Liaison and Transition**

We have links with The Chiltern School (SLD) and Weatherfield Academy (MLD) and this provides opportunities for staff CPD and visits for children who require additional support/ possible transition in the future. Links with other local schools are good and staff communicate the needs

of pupils prior to any in-year or end of key stage transfer. All documentation, including Support Plans are transferred to the pupils' new school. The SENCO is invited to visit to observe the child/ren in class and discuss their needs with the class teacher and SENCO. If necessary, additional introductory visits for the child may be arranged.

### **Supporting pupils at school with medical conditions**

The school will use its best endeavours to meet the needs of every child. This includes those children with medical conditions. Some pupils who have a medical condition may be disabled, and where this is the case Ashton St Peter's Church of England VA Primary School will comply with the duties placed on it by the Equality Act 2010 and DFE Statutory Guidance on Supporting Pupils at school with medical conditions April 2014. The Headteacher leads staff in the school's responsibility for meeting the medical needs of pupils. The school is required by legislation to have an Accessibility Plan in order to promote access for disabled pupils to the school curriculum. This includes access to teaching and learning and also to the wider curriculum of the school, such as participation at after school clubs. (Please refer to our Disability Equality Scheme and Accessibility Plan)

### **Monitoring and Evaluation of SEND**

The delivery of SEND provision will be monitored regularly following the school system of monitoring and evaluation. This evaluation promotes an active process of continual review and improvement in provision for all pupils. In addition to this the SEND Governor will visit the school on a termly basis to monitor and challenge the delivery of special educational needs provision. The SEND Governor will report back to the Full Governing Body on a termly basis.

### **Training and resources**

At Ashton St Peter's Church of England VA Primary School we recognise the importance of high quality ongoing professional development for all staff to ensure the quality of teaching and provision for pupils with SEND remain high. We identify training needs for SEND through the process of Performance Management and staff also attend training linked to the needs of pupils at any one time.

- Both SENCO and Senior Teaching Assistant have attended SENCO Training
- Senior Teaching Assistant has achieved OCR Level 5 -'Teaching Learners with SpLD (Dyslexia)
- INSET Training for teachers and teaching assistants, includes 'P Level' Training, writing and implementation of 'Social Stories', Autism - strategies to support children within school and 'Speech and Language' - strategies to support children within school
- Ongoing 'Sharing' of good practice and expertise across the school (books, resources, suggestions)
- Staff are encouraged to attend other specialist courses for example on Autism

Any member of staff who joins Ashton St Peter's Church of England VA Primary School has a thorough induction which includes meeting the SENCO who explains the systems in place within school to support children with SEND.

The SENCO maintains professional networks with colleagues from other schools and attends Professional Study Group sessions within the Local authority to keep informed about local updates.

## **External Agencies**

We have fostered good relations with support agencies, such as the educational psychology service, Early Years' Service, CAMH, 'Jigsaw', Speech and Language therapist, the health services and outreach support offered through The Chiltern School (SLD) and Weatherfield Academy (MLD). We liaise with these agencies for advice, consultation and informal assessments. We also contact advisory teachers for specialist advice in curriculum areas, educational welfare and any voluntary services if the need arises. Through extended services we 'sign post' parents to the 'Bee Hive Child Centre' based at Beecroft Academy, for additional support such as play therapy for example.

## **Dealing with complaints**

At Ashton St Peter's Church of England VA Primary School we pride ourselves on the positive relationships we have with parents, but there may be occasions when a formal route for complaints will need to be instigated. All complaints will be managed in line with the school 'Complaints Procedure' Policy.

## **Intended Outcomes**

- The children are happy in their learning, striving to reach their full potential
- Early identification occurs and provision can be provided from as early an age as possible
- A comprehensive record is kept for all children showing cause for concern, this will be passed on to new schools
- Parental contribution is encouraged and valued in order to meet the needs of the child in joint partnership

Ashton St. Peter's Church of England VA Primary School is an inclusive school, committed to ensuring that **all** children are achieving their full potential and therefore this policy is not in itself separate from the other activities of the school but an integral part of it.

## **Review Procedures**

The School's policy will be reviewed when:

- Annually February 2020
- The School wishes to review the policy.
- If amendments are required by the LA

**Ratified by:**

**Date: January 2019**

**Chair of Governors**