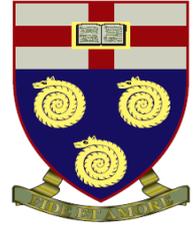


A Christian School: one family, learning with love, excelling through faith



Special Educational Needs and Disability **Policy**

COMPLIANCE AND LONG TERM POLICY AIM:

Our policy is written in accordance with the SEND Code of Practice (2014) and our long term policy aim is to raise the aspirations of and expectations for all pupils with SEN. At St Hilda's we focus on outcomes for children, and not just hours of provision or support.

DEFINITION OF SEN

Our school recognizes the definitions of Special Educational Needs (SEN) described in Section 20 of the Children and Families Act 2014.

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

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.

OBJECTIVES

Our ethos is inclusive and we work hard with families and outside agencies to ensure the best possible educational outcomes for all of our children, irrespective of their level of need.

We strongly support the philosophy that every teacher is a teacher of every child, including those with SEND.

Our objectives are:

- to provide an environment where barriers to learning and participation are reduced to a

minimum, therefore encouraging children to feel respected, confident and able to succeed.

- to ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
- to recognise that partnership with parents plays a key role in enabling children to achieve their potential.
- to develop our links with the wider community through co-operation, involvement and consultation, thereby fostering our ethos of inclusion.

RESPONSIBILITIES FOR CO-ORDINATING SEN PROVISION

Policy determination - Governors and Headteacher

Establishment of appropriate staffing - Governors and Headteacher

Monitoring work on SEN - SEN Governor, Headteacher, Deputy Head (SENCO), Assistant SENCO

Day to day operation – SENCO, Assistant SENCO

SEN GOVERNOR – Dr. Pauleen Lane (Pauleen can be contacted via the School Office – see phone number below).

SENCO – Mrs Anne Homer, Assistant SENCO Miss L Little

Email: sthildas.school@traffordlearning.org

Phone: 0161 881 5466

EQUAL OPPORTUNITIES AND INCLUSION

The School welcomes and values disabled people and our aim is to enable all children, young people and adults to take an active and inclusive role in school life. St Hilda's is keen to make sure that we do not create barriers which prevent disabled children, young people and adults from being involved in every part of school life. We have a legal duty not to discriminate against disabled people and to comply with the Equalities Act 2010.

St Hilda's recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are hearing impaired, British Signlanguage users and people with long term health conditions.

ADMISSIONS AND ACCESSIBILITY

St Hilda's C of E Primary School recognises that each child will have unique needs and welcomes all children, irrespective of need – physical, intellectual, social and emotional. However, we are in an older school building which has been extended twice, with different levels of access. There are two classrooms on the first floor so wheelchair access is not possible. Access to the main entrance is easy and all but four classrooms have ramps to enable wheelchair access. There are two disabled toilets, one with a shower, and all of the new additions to the building are wheelchair friendly. A separate Accessibility Policy is available on the school's website, as required by the Children and Families Act 2014 and the Equalities Act 2010.

Admissions into Nursery (3-4 year olds) are at the discretion of the Headteacher. Admissions for Reception are administered by Trafford School Admissions in accordance with the school's admission criteria.

www.trafford.gov.uk/residents/schools/admissions

www.sthildasprimary.co.uk

IDENTIFICATION OF CHILDREN WITH SEN

St Hilda's C of E Primary School has an inclusive ethos. It is a voluntary aided Church of England Primary School and has strong links with St Hilda's Church.

The staff at St Hilda's support children with special educational needs in all areas:

- **cognition and learning** – this moderate or specific learning difficulties, such as dyslexia.
- **communication and interaction** – this includes speech and language delay and those with difficulties in social communication, eg. ASD (Autistic Spectrum Disorder)
- **social, emotional and mental health** – this includes withdrawn or isolated, anxious, disruptive behaviour, hyperactivity or lacking concentration.
- **physical and sensory issues** – this includes impairments including hearing or visual difficulties, or other physical difficulties, such as dyspraxia – developmental coordination delay or hypertonia.

From their arrival at school the children are continually observed and monitored to check that they are making good progress in all aspects of their learning and development. Human development does not follow a checklist format and it is not always immediately clear how or why a child is finding learning difficult. Parents know their children best of all and so we welcome input from families about their child's learning. Parents and the school team may agree that further advice should be sought, for example, from a Speech Therapist or from the School Nurse or the family's GP as a starting point.

The children's progress and attainment is tracked by the school team every half term. For any child who does fall behind there will be vigorous intervention to bring them back on track, either within or outside class. In the school's Special Educational Needs Information Report we set out how the staff provide for pupils to catch up and more specialist provision for pupils with SEND. Catch up provision is designed to increase rates of progress and secure learning for groups of learners that puts them back on course to meet or exceed national expectations. We are always especially proud when our pupils with clearly identified SEND, which has been established following detailed and specialist assessment, go on to make good progress and meet or even exceed national expectations.

There are a number of ways in which a child's needs may be identified:

- In the Early Years – Trafford SENAS (Special Educational Needs Advisory Service) or TEDS (Trafford Early Development Service) or other partners, such as Speech Therapy – may inform the school about a forthcoming admission of a child with SEN.
- At any point within the child's school career – from 3 years to 11 years – parents or a class teacher may raise a concern, either about the child's day to day functioning at school or at home, or following routine classroom assessments, especially those in reading, writing and maths. However, consideration is also given to a child's functioning in social situations, such as on the playground. We work hard to ensure that difficulties are identified and addressed as early as possible.
- More detailed assessments may be completed, with the consent of the parents, by any of the following: a Teaching Assistant – under the direction of a teacher, the School SENCO or Assistant SENCO, a Speech Therapist, Physiotherapist, an Educational Psychologist, or a member of Trafford SENAS – see above. The school has good links with many outside agencies who can support us in our assessment of children – see below.

LINKS WITH OUTSIDE AGENCIES

We work closely with outside agencies, especially in our Early Years classes (Nursery and Reception) but also in all other age groups. The School has used its own funding (including the Pupil Premium Grant) to fund regular input to school from:

- a Speech and Language Therapist
- an Educational Welfare Officer,
- an Educational Psychologist
- a member of the Longford Park Behaviour Outreach team.

All of these professionals work directly with our children and families. We also have access to:

- the School Nurse
- Trafford SEN Advisory Service (SENAS),
- Trafford Early Development Service (TEDS)

- Trafford Sensory Impairment Teams (TSISS) – for Hearing Impairment (HI) and Visual Impairment (VI).
- Trafford CAMHS (Child and Adolescent Mental Health Services), via the School Nurse
- Other medical staff and allied health professionals, including Paediatricians, Occupational Therapists and Physiotherapists, via the School Nurse.

A GRADUATED RESPONSE TO SEN

High quality classroom teaching - and how this is reviewed

We undertake that all children will receive high quality classroom teaching. This means that all pupils are included so that they fulfil their potential at school. The curriculum for a child with SEN is not different from the class as a whole but differentiated to their level. Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. Classroom teaching is regularly observed by the Head and Deputy, and also by other senior leaders, during lesson observations and learning walks. This ensures that pupils, especially those at risk of underachievement, know and understand what is expected of them in lessons and how they can succeed. Pupils are always encouraged to ask if they do not understand. At the end of lessons, work is marked and the children indicate to the teacher how they felt about the work, using a traffic light colour coding system, or by a poll of thumbs up, thumbs neutral and thumbs down. The children's books and other work are regularly monitored by the Head, Deputy and also by other senior and middle leaders and pupil progress meetings are held with class teachers at least annually.

Training is arranged, as appropriate, for teaching teams on how to identify and support vulnerable pupils.

Provision for pupil catch up and provision for those with SEND

The school will decide to put in place pupil catch up provision or more specialist SEN provision taking into account all of the information gathered about a pupil's progress. This includes all scores for reading, writing and maths for every pupil, which are reviewed every half term by the Head, Deputy Head, and other senior teachers. Pupil scores are considered alongside national data and expectations of progress. A pupil is not assumed to have Special Educational Needs (SEN) just because they have fallen behind in their learning. Equally, it should not be assumed that a child working at age-related expectations does not have a Special Educational Need or Disability (SEND). For any child who does fall behind there will be vigorous intervention, within or outside class, with the aim of bringing them back on track with their peers. Intervention will be evaluated after half a term or a term to see if it is working and if not, alternative measures will be considered.

SEN Register:

SEN Support and Statement or EHC – Education, Health & Care Plan

Where it is agreed that a pupil does have SEN, the child will be added to the SEN register and given a SEN Support level. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: ASSESS-PLAN-DO-REVIEW. This is an ongoing process, which begins with the half-termly assessments to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. The more we can personalise intervention to the needs and interests of the child the better.

Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs)

These are produced by class teachers (supported by the SENCO/Assistant SENCO/Learning Mentor when necessary) each term for pupils who are at SEN Support or who have a Statement or an EHC and the process involves reviewing the child's performance against their previous targets, then discussing with the child what they feel their areas of strength and difficulty are. New targets are generated for the next term and the document is shared with and signed by children, parents and the class teacher.

The school has an annual budget allocation for SEN based upon the number and age of children on roll, the level of free school meals and prior attainment. This funds a curriculum that is organised to address the learning needs of all the children and the cost of our team of teachers, teaching assistants and the school SENCO. Trafford LA holds a small budget – the LA High Needs Block – for children with the most severe needs. Bids for these children are submitted to an LA panel, for them to be assessed in a wider context. In the past this process could have resulted in the issue of a Statement of Special Educational Needs. Statements began to be phased out from 1st September 2014 and converted into Education Health and Care Plans.

An Educational Psychology assessment would normally be carried out in school before a bid is made for funding from the LA High Needs Block. Requests for Education Health and Care Plans (EHCs) are usually made by the school but can be requested by a parent. Applications for an EHC will combine information from:

- Parents
- Class teacher
- SENCO Other Educational Advisers
- Health Professionals
- Social Care

Parents have the right to appeal against a decision not to initiate an EHC. If an EHC Plan is completed and agreed by the family then progress is monitored and reviewed formally each year.

Removal from the SEN Register

Children who hold Statements or EHCs will be monitored and reviewed as part of the school's ongoing assessment system, also via their termly individual learning/behaviour plans and at a more formal annual review. Any decision to request reduced or increased support from the authority would be taken, with parents, at an annual review meeting.

Children at SEN Support level will be monitored and reviewed as part of the school's ongoing assessment system, also via their termly individual learning/behaviour plans. A decision to remove a child from the SEN register would be taken by the class teacher, in consultation with the SENCO and the child's family.

PARTNERSHIP WITH FAMILIES

St Hilda's is committed to working in partnership with parents, children and other members of the school community, as well as outside agencies to provide for the need of every child. Parents have vital knowledge and experience of their children and therefore a close working relationship with parents is sought. It is important that we share views about a child's needs and what the school is doing to address these. The school is also very keen to work with families to help with ideas as to how they can support their child. In order to support parents of SEN pupils the school is required to produce an SEN Information Report, which is available on the school's website. This forms part of the Trafford Local Offer for SEND. Our school SEN information report covers admission to the school and also transition into school, between classes and onto high school for SEN pupils. The full local offer of services available in Trafford can be found at:

www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161

912 1053 or fis@trafford.gov.uk

The Trafford Parent Partnership Service also has a telephone help-line, answering calls from parents and professionals who need help and advice on various aspects of SEN. Manager, Geraldine English, and Caseworker, Nicola Montes, can also meet with you at school, in the office or at home to discuss your child's case in more detail.

Phone: 0161 912 3150/1050/1091 or email: parentpartnership@trafford.gov.uk

Children with SEN also have knowledge of their own needs and what may help them in their learning and so that is why they are consulted as part of their termly individual learning/behaviour plan reviews. SEN pupils with a statement or EHC also contribute to their Annual Reviews, either in person or via an adult – such as the parent or SENCO.

SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

At St Hilda's we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. For further information see the School's Policy for Managing Medical Needs and First Aid in School. Some children with medical conditions may be disabled and where this is the case, the school will comply with the Equalities Act 2010. Please see the School's Accessibility Policy.

ROLES WITHIN SEN

Role of the class teacher

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Therefore class teachers are required:

- To be aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN needs;
- To inform the SENCO of any additional needs;
- To gather information about the child;
- To keep parents informed of the child's progress and identified needs;
- To present a broad and balanced curriculum for all pupils based on the National Curriculum Programmes of Study;
- To differentiate work to cater for the special educational needs of children in the class, including extension activities;
- To incorporate multisensory teaching strategies into lesson plans, wherever possible;
- To liaise with and support any staff within school, or beyond school, who is conducting assessment of or intervention with a child in the class.
- To work with pupils to generate their IEP/IBP targets.
- To implement and monitor the Individual Education Programmes and Individual Behaviour Programmes;
- To review (at least once every term) the individual progress of children with SEND, via their individual plans.

Role of the SENCO/Assistant SENCO

- To review and develop the school's SEND Policy;
- To oversee the day-to-day operation of the school's SEND Policy;
- To co-ordinate the provision for pupils with additional needs;
- To maintain the school's SEND register and oversee all records of children identified on it;
- To provide advice and support to colleagues and to ensure maximum use of resources and expertise;
- To liaise with parents of special needs children in conjunction with their class teacher, in a positive and supportive manner;

- To liaise with external agencies on behalf of pupils with additional needs;
- To liaise with feeder and receiving schools to ensure continuity of action/support;
- To keep up-to-date with current developments in the SEND field;
- To contribute to the in-service training of staff, including teaching assistants.

Role of the Headteacher:

- To determine SEND policy;
- To monitor the implementation of the SEND policy, including progress and data reviews;
- To establish and recruit appropriate staff and to lead decision-making on the allocation of intervention work by the school team;
- To keep the Governing Body well informed about SEN in the school.

Role of the Governing Body:

The Governing Body's responsibilities to pupils with additional needs include:

- Ensuring that provision of a high standard is made for pupils with additional needs; and
- Ensuring that pupils with additional needs are fully involved in the full range of school activities.

The SEND Governor, Pauleen Lane, and SENCO, Anne Homer, meet to evaluate the success of current provision for pupils with additional needs.

TRAINING AND SUPPORT

The school will facilitate all staff to develop their knowledge about children with SEN and what they may do to support them, through a range of meetings and continuing professional development opportunities. Either the SENCO or the Assistant SENCO, Liz Little (attend the Trafford LA 'SENCO Forum' meetings to keep up to date with local and national issues. Links with other schools, primary, secondary and special schools, are promoted. It is recognised that transition phases can be particularly difficult for children with SEND and therefore every effort will be made to ensure these are made as smooth as possible.

RESOURCES

A list of resources maintained for additional needs across school is attached as Appendix 1.

HEALTH AND SAFETY

All resources for children with additional needs will be subject to the school's Health and Safety policy and risk assessments will be carried out as appropriate for provision and equipment. All risk assessments are reviewed on a regular basis.

FURTHER INFORMATION

Further information on SEND at St Hilda's can be found in the school's SEN Information Report, which can be found on the school's website. Alternatively, please contact the School, either by email: sthildas.school@traffordlearning.org, or by phone on: 0161 881 5466.

COMPLAINTS PROCEDURE

Our complaints procedure follows Trafford LA guidelines. Such is our partnership with the children and parents, we would hope that all complaints would be dealt with at an early stage. Please refer to the school's Complaints Policy.

POLICY REVIEW

This policy will be reviewed and revised in line with developments in the National Curriculum, the Code of Practice and the School Development Plan.

Reviewed May 2015

A Homer, SENCO, L Little Assistant SENCO

Approved By Governing Body _____

Date _____



Appendix

Register of SEN Resources at St Hilda's C of E Primary School – September 2014

SEN Resources include:

- PM early readers – Pink and Red Levels
- PM Benchmark kit
- Phoneme counters
- Style trays
- Smencils (for reluctant writers)
- Pencil grips
- Brain Boxes (to develop Working Memory) for all ages
- Sensory cushions
- Writing slopes with Dycem matting
- I-pad apps to support Literacy and Numeracy
- Coloured overlays
- Toe by Toe spelling system
- Beat Dyslexia text books
- Signalong cards
- Calm/quiet study areas
- Reading Recovery resources
- Fischer Family Trust Wave 3