



# SEN Policy and Information Report

## St Leonard's C of E First School

*Learn to Love, Love to Learn*

Approved by:	Tracey Parton	Date:	20 <sup>th</sup> April 2020
Last reviewed on:	October 2018		
Next review due by:	May 2021 Alison Plant		

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### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

St Leonard's First School aims to be an inclusive school. We actively seek to remove the barriers to learning that can hinder or exclude individual pupils or groups of pupils. The school vision is to develop enquiring minds with a love of life and diversity. We aim to ensure equality of opportunity for all children by paying attention to specific groups of children within our school including:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with Special Educational Needs and/or a disability
- Most Able children
- Children who are at risk of disaffection or exclusion
- Children who are in receipt of Pupil Premium funding
- Looked After Children
- Travellers
- Asylum seekers



At St Leonard's First School we aim to:-

- create a learning environment that meets the needs of all children
- ensure that any additional needs of children are identified, assessed and provided for
- make clear the expectations of all partners in the process
- identify the roles and responsibilities of staff in providing for all children
- enable all children to have access to elements of the school curriculum as appropriate
- to support parents/carers to enable them to play their part in supporting their child's education

## **2. Legislation and guidance**

This policy complies with the statutory requirement laid out in the Code of Practice 0-25, September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum, England framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Keeping Children safe in Education 2018

This policy should be read in conjunction with Code of Practice 0-25, September 2014 and any subsequent updates.

## **3. Definitions**

A pupil has SEN if they have a learning special need or disability which calls for special educational provision to be made for them.

They have a learning special need or disability if they have:

- A significantly greater difficulty or ability in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Mrs Alison Plant

She will:

- Work with the Executive head teacher and SEN Local Area Committee governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN Local Area Committee Governor**

The SEN Local Area Committee Governor is Mrs Caroline Farmer. She will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Executive Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Executive Headteacher**

The Executive Headteacher, Mrs Tracey Parton, will:

- Work with the SENCO and SEN LAC governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistant(s) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and to decide on any changes to provision ensuring they follow this SEN policy.

## **5. SEN Information report**

### **5.1 How will school staff support my child?**

The school Governing Body has important statutory duties towards pupils with special educational needs:

- The LAC Governors, working in partnership with the Head teacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.
- LAC Governors should ensure that objectives in the school development plan include Special Educational Needs (SEN).
- Through the school's self-review procedures LAC Governors monitor the effectiveness of the school's SEN policy and provision.

- All LAC governors will have an up-to-date knowledge of the school's SEN provision and the SEN LAC Governor will have a more in depth knowledge of SEN.

In our school the Headteacher and the SENCO are responsible for ensuring all children receive the support they need to make good progress in their learning through:-

- Management of the day to day operation of the school's Inclusion & Special Educational Needs Policy
- Co-ordination of the provision for, and the responses to, children's special educational needs
- Providing support and advice for colleagues
- Ensuring accurate records are maintained for all children with special educational needs
- Acting as the link with parents and with external agencies and other support agencies
- Monitoring and evaluating the school's special educational needs provision
- Managing a range of resources, both human and material to enable appropriate provision to be made for children with special educational needs
- Ensuring all staff receive training to enable them to provide high quality teaching & learning experiences for the children.

Teachers are responsible for planning, delivering and monitoring the effectiveness of provision and ensuring pupil progress. There may also be support from a teaching assistant or additional adult.

## **5.2 How will the curriculum be matched to my child's needs?**

All children have an entitlement to a broad and balanced curriculum which is differentiated. This is achieved by teachers setting suitable learning challenges

- Responding to children's diverse learning needs
- Overcoming potential barriers to learning through assessment and intervention strategies to meet individual need
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (this includes programmes and advice given from outside agencies such as Occupational therapy and Physiotherapy, Speech and Language, Autism Outreach, etc.)

Teachers use a range of strategies to identify and meet children's needs. Lessons have clear learning objectives and work is differentiated appropriately. Assessments are used to inform the next stages of learning.

**Teachers** respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children through the use of all their senses and of varied experiences
- Planning for children's full participation in learning and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning
- Devising strategies and identifying appropriate methods of access to the curriculum
- Working with the pupil and providing further help on a daily basis
- Planning and delivering an individualised education programme (IEP) or Education Health and Care Plans (EHCP).

### **Teaching Assistants**

Teaching Assistants support the teaching of learning of individuals and groups of pupils throughout the school, particularly:-

- Supporting pupils in achieving their targets and, where appropriate, Individual Education Plans and Education Health and Care Plans.
- Differentiating provision for groups of pupils as identified in school support strategies.
- Working on self-esteem and confidence building programmes e.g. through ELSA provision.
- Developing behavioural conformity; offering specialist support to specific pupils, where appropriate.

Teaching assistants will be enabled to work effectively through inclusion in the planning and evaluation of individual and group programmes.



## **Specialist SEN Provision**

The school works closely with outside agencies to ensure pupils receive specialist provision in accordance with their needs. In addition support from Special Schools may be requested through the Key Outreach scheme.

## **Facilities for vulnerable pupils, those with SEN or those who are disabled**

The school is committed to providing an environment that allows all children full access to all areas of learning. We believe that

St. Leonard's has good inclusive practice and uses dyslexia friendly strategies. We liaise closely with outside agencies such as Autism Outreach, the Educational Psychologist and Behaviour Support to ensure all of our children's needs are met.

## **Allocation of resources for vulnerable pupils, those with SEN or who are disabled**

Funding allocations are received annually as part of the schools delegated budget to schools and include specific provision as follows:

- SEN funding
- Pupil Premium funding (see annual report on the school website)

Partial funding to support pupils with severe and complex needs will be allocated by the Local Authority if the pupil's needs meet the specific criteria. The school has a duty to ensure the needs of all pupils are met from the resources allocated. All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the provision mapping.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.3 How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

If you think your child may have special educational needs you should share your concerns with the class teacher. An appointment can also be made with the SENCO.



Children with special educational needs or disabilities have difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children may need special provision if they:

- Have a greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

Many children who join us have already been in early educational pre-school settings. In some cases, children join St. Leonard's with their needs already assessed. All children are assessed when they enter our school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources through a graduated response.

## **5.4 How does the school support pupils with SEND?**

Through a graduated response of Plan, Do, Review, the child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practice, where necessary. The class teacher will keep parents informed and draw upon them for additional information.

The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

### **Individual Education Plans**

Where necessary, the class teacher may record the strategies used to support a child in an Individual Education Plan (IEP) which will be agreed with the Class teacher, parents and SENCO. The IEP is written with the child and will show the short-term targets set for the child, and the teaching strategies to be used.

This is also known as '**Assess, Plan, Do, Review**'.

It will indicate the planned outcomes and the date for the plan to be reviewed. This assessment and review will take place at least once a term.

## **Education Health and Care Plans**

If the child continues to demonstrate significant cause for concern, an application can be made to the Local Authority for an Education, Health and Care Plan to be issued. A range of written evidence about the child will support the request.

The decision to make a referral for an Education, Health and Care Plan will be taken in collaboration with the class teacher, parents and the SENCO. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Social Care
- Outside agency support (E.g. Autism outreach, Educational Psychologist)
- Health Professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC plan.

Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEN Local Offer or by speaking to an Advisor at the Single Point of Access or by contacting the Parent Partnership Service

1. Following Statutory Assessment, an EHC Plan will be provided by Staffordshire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available.

2. Both school staff and parents/carers will be involved in developing and producing the plan.

3. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school or academy named in the Plan if it differs from their preferred choice.

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using dyslexia friendly approaches/recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.5 What are the types of additional support for learning?**

We have teaching assistants who are trained to deliver interventions such as:

- Plus 1
- Power of 2
- First class @ number
- Springboard maths
- Stile tiles
- Toe by toe
- Reading comprehension
- Phonics
- Speech and language programmes
- Fine and gross motor programmes

Teaching assistants will support pupils on a 1:1 basis when an IEP or EHCP is in place.

Teaching assistants will support pupils in small groups under the class teacher's direction.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapy

- Occupational Therapy
- Autism Outreach
- Educational Psychologist
- Behaviour Support
- Physiotherapist
- Social Services
- Health Professionals

## **5.6 How are staff trained and what experience do they have?**

The SENCO has 11 years' experience in this role and holds the National SENCO Award and PGCE in SEND. She is allocated  $\frac{1}{2}$  a day a week to manage SEN provision.

We have a team of teaching assistants, including a trained ELSA (Emotional Literacy Support Assistant and advanced skills Teaching Assistant for Autism who are trained to deliver SEN provision.

In the last academic year, staff have been trained in

We use specialist staff for

Phonics

Emotional Literacy Support

Attachment

Autism

## **5.7 How will both you and I know how my child is doing and how will you help me to support my child's learning?**

We aim to give all children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils and make ongoing assessments of each child's progress. Teachers use this information to target support and intervention to groups or individuals as a graduated response. The SENCO and Head Teacher hold regular meetings to review the success of provision. The SENCO and the SENCO LAC Governor Mrs Caroline Farmer, with responsibility for Special needs also meet regularly. Success factors include the following:

- Early identification of pupils with SEN
- Pupil views and opinions are taken into account

- The school and parents' work in a partnership
- Interventions and provision are regularly reviewed and evaluated via individual progress and data collection
- The school works in close co-operation with other agencies and fosters multi-agency working
- The Education and Health Care Plan and Individual Educational programmes are reviewed regularly. EHCP - annually; IEP - termly.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are less than expected. Expected progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of their peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

The school's open door policy ensures that parents are able to meet with teachers to discuss the child's individual needs. The school also uses Home/School diaries if needed, email and a texting service to ensure effective communication with parents. Teachers and outside agencies liaise with parents to ensure they know how best to help and support their children. Workshops for parents can be arranged subject to demand.

## **5.8 What support will there be for my child's overall well-being?**

- The school has a commitment to ensuring children's spiritual, social, emotional and physical development.
- Administration of medicine is in accordance with the school policy and DFE guidelines.
- Good attendance is celebrated through focussed attendance weeks and certificates.
- Children's views are voiced through School Council meetings and Individual Education Plan reviews. Children are encouraged to express their views in the classroom and in school assemblies/worship.
- ELSA: Mrs Nicky Walker, is the Emotional Literacy support Assistant. She is trained to plan and deliver sessions to improve/develop mental well-being based on psychological theory.

## **5.9 What kinds of SEN are provided for?**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## **5.10 How do you support pupils moving between phases/classes and transitions to new schools?**

When a pupil transitions to a new class or phase, the strategies used to support a child are shared with the new class teacher and teaching assistant. Time is taken to ensure a smooth transition is achieved for all pupils, with additional support and well-being sessions offered where necessary. Transition packs with photos of new staff and classroom settings can also be made for/with the pupil to aid transition between classes and schools.

Upon transfer to a new school, we will share pupil targets and information with the new school/setting. We will agree with parents and pupils which information will be shared as part of this.

The SENCO liaises with the SENCO of the new school to ensure that effective arrangements are in place to support pupils at the time of transfer. This usually takes place in the summer term for Y4 pupils. When pupils move to another school their records are transferred within 14 days of ceasing to be registered at St Leonard's CE First School.

### **5.11 How do you evaluate the effectiveness of SEN provision?**

We evaluate the effectiveness of provision for pupils with SEN by:

- Setting SMART targets (specific, measurable, achievable, realistic, timed) targets
- Using precision teaching strategies
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions through baseline testing, formative and summative assessment
- Pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding termly reviews for pupils with IEPs with parents
- Holding annual reviews for pupils with EHC plans with parents

### **5.12 How do you enable pupils with SEN to engage in activities available to those in the school who do not have SEN?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/church services/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.



### **5.13 How do you offer support for improving emotional and social well-being?**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any club to promote teamwork/building friendships etc.
- Emotional Literacy support plans and 1:1 work to develop social skills, confidence, self-esteem and well-being delivered by a trained ELSA
- Rainforest sensory room provision
  
- Christian distinctiveness - spiritual support
- Zero tolerance approach to bullying

### **5.14 How is SEN provision monitored?**

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENCO and the SEN LAC governor also hold regular meetings.

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Area Committee/Governing board.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

## **5.15 What do I do if I am not happy about SEN provision for my child?**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **5.18 Where can I find information about the Staffordshire Local Authority local offer?**

Our local authority's local offer is published here:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

## **6. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality and Inclusion Policy
- Supporting pupils with medical conditions
- Dyslexia Friendly Policy

Signed..... Date.....

Chair of LAC Governors