

“plans to prosper you... not harm you...give you a hope...a future”

Jeremiah 29:11



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Hard copies of this policy can be obtained, on request, from
the school office

**Special Educational Needs and Disabilities
Co-Ordinator (SENDCo):**

**Michelle Rudge / Chris Newbould
(0161 921 1860)**

SEND Governor: Rachel Lapington

**Date of
Policy :
SEPT
2022
Date for
next
review:
SEPT
2023**

Aims

Our policy for special educational needs and disabilities (SENDs) sits within our curriculum intent:

*“to create active learners who can **reflect, question, wonder, think, connect, be self-aware and be resilient.** We intend to provide opportunities for our children to **build knowledge, make meaning and apply understanding** across a range of learning experiences.”*

As part of this, we have a particular commitment:

“the promotion of acceptance and inclusion underpins our curriculum, whilst maintaining our strong Christian values and ethos.”

In our school all children are respected, their individual needs are met and their individual contributions valued.

We understand the special educational needs of children to be those requiring provision that is additional to, or otherwise different from provision made generally for children of the same age.

(NB. Gifted and talented children are covered by this definition but provision for this group of children is covered elsewhere.)

Objectives

- 1 To ensure every child receives their entitlement to a broad, balanced and differentiated curriculum.
- 2 To ensure every child has the opportunity to reach their full potential.
- 3 To ensure every child's special needs and/or disabilities are understood by all staff and that a consistent, whole-school approach is adopted to meet these needs.
- 4 To provide support and advice for all staff working with pupils with special educational needs and disabilities.
- 5 To ensure appropriate systems are in place to enable pupils, parents, teachers and other professionals to work in partnership to meet special educational needs and disabilities in an inclusive setting.

Identifying Special Educational Needs

The 2014 Code of Practice identifies 4 areas of special educational need: Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, and Physical and Sensory.

Our Process for identifying special educational needs:

- Pupils' learning is carefully observed, assessed and monitored by classroom staff, and discussed termly with senior staff.
- Parents are informed where there are concerns, and are encouraged to be involved in meeting the children's needs.
- When a pupil is causing concern the class teacher collects evidence such as work samples or a behaviour log. During meetings between the class teacher and the SENDCos, concerns are discussed and if the pupil's needs can no longer be met by the normal in-class differentiation the pupil's parents are informed. If they are in agreement the pupil is then placed on the SENDs register.

A Graduated Approach to SEN Support

- As part of quality first teaching, class teachers are responsible for planning work at different levels so that all children can engage with the tasks and make progress. Independent learning is encouraged, and wherever possible, we aim for children to access the curriculum without a high level of support.
- Work in class is differentiated by task, support & expectation to personalise learning and support children to make progress.
- Children with Special Educational Needs/Disabilities usually have an Individual Education Plan which is set and reviewed on a rolling basis, by the class staff in collaboration with the Special Needs Team. These are shared with parents and may be discussed at parents evenings. Plans may be individual or group.
- Specific measurable targets are set for the child to achieve.
- Some targets are met by support within the classroom during ordinary classroom lessons
- Other targets are met by focused work outside the classroom, either individually with an adult or in a small group
- Teaching assistants provide 1:1 support and small group support in the classroom.

To ensure that all pupils with special educational needs receive their entitlement to a broad, balanced and relevant curriculum the school adopts the following strategies.

- 1 Differentiation by task, resource, outcome and support as appropriate.
- 2 Use of the expertise and support of the co-ordinators and staff with specialist experience.
- 3 Organisation of resources to ensure all staff are aware of available materials and are able to access them easily.
- 4 Sharing resources across key stages if appropriate.
- 5 Use of computers for reinforcement, motivation and to enable independent learning in a non-threatening environment.
- 6 Staffing that allows for small group and individual work to meet particular needs.
- 7 Liaison between class teachers and support workers to ensure coherent individual programmes of work.
- 8 Termly staff meetings to discuss the targets and provision for each child on the SENDs register, to ensure a coherent whole school approach.
- 9 Inclusion of children from the Language Resources into the mainstream classes for at least part of each day.

For children with higher level of need, the school draws on the specialised assessments and support of external agencies.

- The school opts into the Salford Speech Therapy Buy-In service, which focuses on assessment and intervention in the early years, but also supports some older children.

- We work with external agencies such as speech and language therapists, physiotherapists, occupational therapists, educational psychologists and Autistic Spectrum Condition specialists to develop therapy, support, guidance and plans for us to implement in school

The school is working to enhance its graduated response using the model from the Local Authority's document: **SEND Children Thrive: Matching Provision to Need (School Age)**

(<https://www.salford.gov.uk/media/395977/school-age-salford.pdf>)

- Getting Advice - Classroom Adjustments (Band A)
- Getting Help - SEN Support Interventions (Band B)
- Getting More Help – Personalised Interventions (Band C) – a high level of needs; this level usually indicates that we are working towards an assessment for an Education, Health and Care Plan

Children's position in the graduated response is recorded on the SEND register using the banding formula.

Parents and pupils are involved in the graduated response through the sharing of the targets and strategies of the IEPs. Families are encouraged to support the IEP targets at home. The reviewed IEPs are shared with parents. Class staff and the SEN team are available to meet with parents to discuss any aspects of the graduated response.

THE LANGUAGE RESOURCES

- The school has a Local Authority Language Resource for pupils with speech, language and communication needs.
- There are two classes. Both have eight places and are staffed by a teacher and a nursery officer/specialist TA, with additional staff to meet individual needs.
- Speech and language therapists visit for 4 half day sessions per week.
- Children must have an Education, Health and Care Plan to access this provision.

See the school website for more information on the Language Resources

MANAGING PUPILS ON THE SEN REGISTER

- The SENDCo manages a register of all pupils identified as having Special Education Needs and/or Disabilities.
- Staff meeting time is allocated for class staff to plan and review their Individual Education Plans (IEPs). Members of the SEND team are available to support and advise on this.
- This can be a good time to identify pupils who might need additional support, or referral to an external agency, though staff can raise concerns about this with the SEND team at any point in the school year.
- Parents are always full involved in these decisions.

CRITERIA FOR EXITING THE SEN REGISTER

- Through the IEP review process, pupils may be identified who are no longer showing significant Special Educational Needs.
- Initially these pupils will be kept on the register for monitoring (ie. they will not have an IEP).
- After a suitable period (depending on individual profiles) the pupil may be removed from the register. Their learning needs will continue to be met through the differentiated planning and teaching of their teacher.
- Parents are full partners in each stage of this decision making.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school has a separate policy about supporting pupils at school with medical conditions. This describes the arrangements in place to support these pupils.

MONITORING AND EVALUATION OF SEN

Evaluation

The governing body evaluates the success of the SENDs provision using a range of indicators that include:-

1. The confidence and expertise of the staff in carrying out the aims of the policy.
2. The response of pupils with special educational needs and disabilities to their time in school – are they happy, confident pupils with a feeling of self-worth.
3. The progress of the children as evaluated against their targets.
4. Parents' satisfaction with their child's progress.
5. The results of assessments used to monitor progress in reading, writing and mathematics.

This evaluation is carried out by the governor with responsibility for SENDs through termly meetings with the SENDs team.

Progress of SENDs pupils in curriculum learning is monitored by the SENDs team. This takes into account the data produced by class teachers' assessments and tests, but also looks at other information such as IEPs, pupil behaviour and pupil well-being. In this way, monitoring looks at the whole child.

The effectiveness of particular interventions, strategies and approaches is kept under continual review, but comes under more detailed scrutiny during formal monitoring reviews.

TRAINING AND RESOURCES

- Staff training takes place both internally and externally. It is linked to the school development plan and reflects both local and national priorities.
- Internally, the termly staff meetings are a time for sharing awareness and strategies and this leads to professional development for all staff. Professional development days are organised as required in the school development plan.
- We have a selection of books (kept in the speech room) to further our understanding of specific areas of need.

- In the Language Resources, all staff have a high level of experience, expertise and training in the area of speech, language and communication needs (SLCN) and associated difficulties.
- Staff throughout school have a good understanding of special educational needs and are supported by the SENDs team.
- We have a high proportion of staff trained in working with children with speech, language and communication needs (ELKLAN).
- We are an accredited Communication Friendly School and all staff have received training in communication skills.
- A significant proportion of staff have been trained in the systematic and thorough teaching of phonics (using the Read Write Inc scheme).

ROLES AND RESPONSIBILITIES

SENDs Governor:

- has an overview of the SENDs provision in the school
- meets regularly with the SENDs team to review provision
- supports the SENDs team in the annual review of the SEN action plan

SENDs Co-ordinator (SENDCo):

- writes and updates the SENDs Policy, SENDs Information Report and Local Offer.
- maintains the SENDs register
- co-ordinates IEP's and annual reviews
- liaises with external agencies
- organises additional support where appropriate

REVIEWING THE POLICY

- The policy is reviewed annually by the SENDCo.

ACCESSIBILITY

- There is level access to the main entrance to the school, with a wide automatic sliding door
- From the playground, the Key Stage One area can be accessed via a ramp with wide, shallow steps which are specifically designed to be accessible to people with physical disabilities and wheelchair users
- From the playground, there is ramp access to the Key Stage Two area.
- The Key Stage One area, school hall and administrative areas are on one level, but there are internal steps down to the Key Stage Two area. (The Key Stage Two area can be accessed by going round the outside of the building).
- There is an accessible toilet just off the school hall and another in the Key Stage Two area (near the Year 5 classroom)
- There is an accessible toilet/shower room on the Key Stage One corridor. This is equipped with a changing bed and hoist.

DEALING WITH COMPLAINTS

- If parents of pupils with SENDs have concerns, they are always welcome to share these informally with the class teacher or the SENDCo. We will always listen to these concerns, and try our best to sort things out.
- If parents' concerns are not sorted out, then they can have a meeting with the Head Teacher to explore the matter further and see what else can be done.
- If these steps have not sorted out the situation, then the parents can write a formal letter to the Chair of Governors. The Governing Body will then deal with this concern following the procedures of the school's complaints policy.
- If parents are not happy with the outcome of this, they can take their concern to the Local Authority Complaints Officer.

BULLYING

- The school's anti-bullying policy is on the school website. This describes our approach to preventing bullying, and to responding to incidents which might arise.
- All staff are made aware of vulnerable children, including those with SENDs, within the whole school community. This enables staff to have a special awareness of these children and their safety around school and in the playground.
- Some children (eg those with Autism Spectrum Condition or Speech Language and Communication Needs) may have individual programmes to support them with social interactions, depending on individual needs. This may involve specific playtime strategies, social skills training or work on feelings.

APPENDICES

For more information on the school's approach to SEN, please see the school's **Local Offer** and **SEN Information Report** on the school website.

<http://www.stphilipssalford.co.uk/curriculum/sen-provision/>

Helpful websites:

Dyslexia	www.dyslexia-inst.org.uk www.dyslexia.bangor.ac.uk www.bda-dyslexia.org.uk www.dyslexia-parent.com
Autism	www.nas.org.uk www.autism.co.uk
Dyspraxia	www.dyscovery.co.uk
Speech & Language disorder	www.afasic.org.uk www.ican.org.uk
Parent Partnership	www.parentpartnership.org.uk
Tribunals	www.hms0.gov.uk www.sentribunal.gov.uk
Resources	www.sen.uk.com www.senteacher.org www.northerngrid.org www.pecs-uk.com/pecs.html