



Special Educational Needs and Disability Policy

“Educating the mind without educating the heart is no education at all.”

Aristotle

At St. Stephen's Primary School, we aim to support all our pupils to enable them reach their full potential. In order to do this, many steps are taken to support their learning. Quality teaching is vital; however, there are occasions, for some children, when additional support is needed to help them achieve their goals.

The Children and Families Act 2014

This Act takes forward The Government's commitments to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed no matter what their background. The Act reforms the systems for adoption, looked after children, family justice and SEN.

The Act makes several changes to the law, regulations and practices on SEN. These include:

- Replacing Statements of SEN with a new, birth to 25, **Education and Health Care Plan. (EHC PLAN)**
- As part of these reforms, The Local Authority has responsibility for changing existing Statements to ECH Plans by 2018. And with immediate effect for new applications.
- Improving co-operation between all services that support children and their families.

The Special Educational Needs and Disability Code Of Practice 2015

The Code of Practice aims to secure the best possible outcomes for all children with Special Educational Needs and Disabilities to make certain that each individual is fully prepared for adulthood. This requires early identification, a wider choice of support for families, high quality provision to meet individual needs and collaboration between education, health and social care services.

St Stephen's School fully supports the principles of The Code ensuring that:

- 1) The views and wishes of parents and children are fully considered.
- 2) Parents and children are involved as much as possible in the decision making process.

Definition of Special Educational needs and Disability

Children have 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 a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority.

(Dfe and DOH, 2015: 15)

The Equality Act 2014 defines 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.'



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The Local Offer:

'The Local offer' is information about a range of services and provision in the local area that are available for children and young people (aged 0-25) with special educational needs.

It includes information on:

- Education, health and care provision for children and young people with Special Educational Needs.
- Arrangements for identifying and assessing children and young people with Special Educational Needs
- Arrangements for requesting AN Education, Health and Care Plan.
- Other education and training provision
- Support for transition for children moving between phases of education.
- Arrangements for travel to and from school.
- Sources of information, advice and support in terms of SEN including parent/carer forums, support groups, childcare and leisure.
- Arrangements for making complaints.

The LA's 'Local Offer' - available at : [bathnes.gov.uk/local offer](http://bathnes.gov.uk/local_offer)

The School Offer

St Stephen's School offer follows the guidelines as set out in Section 6 of the Code of Practice, 2015.

The School is committed to the ideal of all pupils achieving their best, becoming confident individuals and making a successful transition into adulthood.

The school caters for all four stated areas of need (as recorded by The Code of Practice), the support being provided from the SEND team in school and specialist outside agencies:

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, emotional and mental health difficulties
- 4) Sensory and/or physical needs

St Stephen's School website contains detailed information, clearly explaining the school's policy and procedures for pupils with Special Educational Needs and Disabilities. The website address is: www.st-stephens.bathnes.sch.uk

Pupil Premium

Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for Free School Meals at any point in the last six years. Schools also receive funding for children looked after by the Local Authority for one day or more, and children of service personnel.

The Government believes that Pupil Premium funding will address current underlying inequalities between children.

In most cases, the Pupil Premium is allocated to every pupil who receives FSM and is paid direct to schools. The school decides how to use the funding as they are best placed to assess what the pupil needs. Schools are made accountable for the decisions they make through The Ofsted inspection framework and performance tables.

EDUCATIONAL INCLUSION

Our Commitment:



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St. Stephen's School is committed to providing an inclusive education for all children. We have a culture of high expectations and children with Special Educational Needs are given equal opportunities to succeed and engage in all activities alongside their peers. SEN provision at St. Stephen's School always begins with an analysis of desired outcomes expressed by parents and, where appropriate, pupils.

Accessibility:

We will always do our best to meet individual need (within the constraints of our site) and we are always happy to discuss individual access requirements.

As part of the annual review of the school premises, accessibility issues are always considered in light of any individual need.

Extra- Curricular Activities and School Trips:

Activities and school trips are available to **all** our pupils. Financial assistance is available via Pupil Premium or other resources to ensure access regardless of financial circumstances.

For activities outside school, risk assessments are carried out and procedures put in place, to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional member of staff or in some circumstances, a parent may be asked to accompany a child during the activity.

Identification

Pupils who require targeted support are identified in a range of ways:

- Concerns are raised by parents/carers, teachers or previous schools/pre-schools.
- The child's progress/attainment is significantly below age related expectations.
- There is a significant or prolonged change in a child's behaviour.
- The child asks for help.

If a child is not making expected progress or if there is another indicator of concern, the school will contact parents/carers to discuss:

- Any concerns at home.
- Interventions that could be put into place.
- Referrals to appropriate outside agencies to support the child's learning.
- How the school can work in partnership with parents/carers to fully support the child.

Sometimes a child may need short-term help if there is a change in circumstances, such as bereavement or a family breakdown. St Stephen's takes these matters very seriously and welcomes the chance to discuss concerns with parents/carers so as to support the child in the best possible way.

Parents/carers are also able to use the services of from **The Parent Partnership Service** should they require further advice.

Where a child has significant needs that the school feels it cannot meet and little or no progress has been made despite relevant and purposeful action over a sustained period, the school can apply for **An Education Health Care (EHC)**



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Assessment which may lead to further support being provided by the Local Authority, additional to the school budget which includes money for children with Special Educational Needs.

Parents and young people are also entitled to request an EHC Assessment.

Note: EHC Plans replaced Statements of Special Needs as of 1st September 2014.

Assessment

Following a graduated approach, each child is assessed individually and where required, a personalised package of support is put in place. If these needs change, support is adjusted as necessary. Additional assessments from outside professionals can also require changes in support or resources. Review meetings, between class teachers and parents, are held three times a year to discuss a child's progress and any additional needs which require focused support.

If a child with Special Educational Needs joins from another school, the information provided by the feeder school and internal assessment enable us to allocate resources and support for the child.

Provision

All children in school with Special Educational Needs will receive support specific to their need. This may be provided solely by the class teacher as high quality teaching, suitably differentiated, should meet most needs. However, support may include:

- Other staff in the school.
- Working 1:1 or in a small group. (in the classroom or on a withdrawal basis) on a specific intervention.
- Provision of special equipment/resources to support learning and development.

Note: We actively encourage the involvement of pupils (where appropriate) to be involved in their learning and contribute to the decision making process, understanding the support put in place and monitoring their success.

Curriculum

Our curriculum is designed to match a child's needs by offering personalised learning which is differentiated according to individual ability and style of learning. We believe that this will develop the child's skills as a learner and independence, enabling them to access the curriculum, progress and reach their full potential

The classroom environment may also be adapted to suit individual needs and in addition, homework tasks will be adapted according to requirements.

MONITORING AND EVALUATION

The Graduated Approach:

The progress of SEND Pupils is monitored and evaluated carefully and at regular intervals throughout the year. The graduated approach can be described simply as: assess- plan-do- review.

Record keeping is essential to ensure that pupils are making expected progress and all interventions are well evidenced to ensure that we are 'closing the gap' between SEND pupils and their peers.



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SEN Support Plan Meetings:

Review meetings of a child's progress will take place three times a year.

The first part of the meeting will focus on the provision for a child and the progress that has been made.

The second part is to make plans and adjust the provision as necessary.

Pastoral Support:

The school offers a range of pastoral support for those children who are encountering emotional difficulties. This could be through Circle Time, 1:1 discussions with the class teacher, SENCo or Head Teacher or group support sessions, following a particular programme.

On occasion, the school may use the support of other services such as the School Nurse. In some circumstances, referrals may also be made, with parental agreement, to The Child and Adolescent Mental Health Service.

For some children, it may be appropriate for a Common Assessment Framework (CAF) to be used to support the well-being of a child and his or her family. A CAF essentially creates a plan for the family and child and is written by a lead professional in consultation with other professionals working with the family. If this is a consideration, it will be fully discussed with parents/carers.

ROLES AND RESPONSIBILITIES

The SEND Governor is responsible for:

- Ensuring the school has an up to date SEND Policy.
- Ensuring that the school makes appropriate provision and makes necessary adaptations to meet the needs of all pupils.
- Understanding and monitoring the support given to children with SEND.
- Monitoring the progress of all pupils with SEND and reporting to the full governing body.

The Head Teacher is responsible for:

- The day to day management of all aspects of the school. This includes the support for children with SEN and disabilities. They give responsibility to class teachers and learning support assistants but are still responsible for ensuring that the child's needs are met.

The SENCo is responsible for:

- Co-ordinating all the support for children with SEND and/or disabilities.
- Developing the school's SEND Policy to make sure all children receive a consistently high quality response to meeting their needs in school.
- The SENCO must ensure that the school staff follow a graduated approach to assessing and meeting the needs of pupils with special needs or disabilities. This includes making sure that parents are:
 - Involved in supporting a child's learning.
 - Kept informed of the support a child receives.
 - Involved in reviewing progress.
 - Planning ahead for pupils.



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- The SENCo liaises with outside agencies who support a child's learning. St Stephen's has access to a full range of specialist services that include:
 - Speech and Language Therapists
 - Occupational Therapists
 - Behaviour Support Service
 - ASD Outreach Support
 - Educational Psychologists
 - Social Care Teams/Disability Team
 - School Nurse, Paediatricians
 - CAMHS/Counselling
 - Play Therapist
 - Parent Partnership
 - Sensory Support Service
 - Child Protection Officers
 - Designated Medical Officer(DMO)
 - **Note:** Parents/carers will always be asked for permission before a referral is made.
- The SENCo updates the Record of Need (SEN Register) and ensures that all pupils with need have thorough records.
- The SENCo provides specialist support for teachers and support staff to ensure that pupils will make progress and reach their full potential. She will support class teachers in writing SEN Plans that specify targets.
- The SENCo organises training for staff when appropriate so that they are confident to support any pupils with SEND or disabilities.
- The SENCo must ensure that the Head Teacher and Governing Body is kept up to date about any issues in the school relating to SEND.

The Special Needs Co-ordinator at St. Stephen's is: Suzi Presland.

Contact number: (01225 311665)

The ClassTeacher is responsible for:

- Ensure that all children have access to quality teaching and learning opportunities and that the curriculum is adapted and modified to meet individual needs.
- Check the progress of pupils and plan and deliver any additional support that is required. This may include targeted work, additional support and the adaption of resources.
- Where necessary, develop Special Education Support Plans and review them with parents at least 3 times a year.
- Plan for future provision.
- Ensure that all members of staff are aware of the pupil's individual needs/conditions and what adjustments should be made in order to enable inclusion and progress.
- Ensure all staff who work with an individual child are supported in delivering the planned programme of work and/or resources.
- Ensure that the school's SEND Policy is followed in their classroom.

Partnership with parents



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All parents are encouraged to contribute to their child's education. This happens through:

- Discussions with the class teacher at SEN Support Plan meetings.
- Parent Teacher Consultation evenings.
- Informally at the end of a school day.
- Home /school books. (where appropriate)
- Team around the Child (TAC) meetings.
- School reports.

These discussions are extremely important so we can share a child's progress at home and at school and develop consistent strategies for support.

It is also an excellent opportunity to discuss professional reports, recommendations and targets and also to discuss the curriculum and how it is differentiated for an individual child.

Transition:

Induction for Early Years children takes place in Term 6 when all pupils have two half day visits in school. Induction meetings with parents are arranged at the very beginning of the new academic year. Reception teachers/SENCo also visit the pre-school setting to discuss the needs and progress of pupils with Special Needs. The school also offers optional home visits.

Transition Funding is available from The Local Authority to support pupils with need in their first year of education.

For pupils in Year 6, transferring to secondary school, a transition plan is drawn up and additional visits are arranged as necessary. The secondary schools visit the children in term 6 and meetings take place between the SENCo's to transfer documents and discuss individual need.

If the child has a current CAF, we ensure that all professionals are involved in supporting the transition process.

For those children who transfer mid-year, Local Authority procedures are followed.

Further Information

Further information regarding this policy can be obtained from:

- The SENCo
- Head Teacher
- The SEN Governor
- Class Teachers

The St Stephen's telephone number is **(01225) 311665**

Concerns related to this policy should be addressed to the school SENCo, Suzi Presland

St. Stephen's Primary Church School always welcome ideas on how our support for children with Special Educational Needs and/or disabilities can be improved.

Ratified: 25th March @FGB.

Review date: 2021