



*Sutton St James Community Primary School*

**Special Educational Needs and Disability  
Policy**

Review Date: September 2017



<b>Headteacher:</b> Claire Willows	
<b>Chair of Governors:</b> Peter Horsfield	
<b>Date implemented:</b>	
<b>Date for review:</b>	



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*“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”.*

*NASEN Mission statement*

### **1. Introduction**

1.1 This policy outlines the nature and management of Special Educational Needs at Sutton St James Primary School.

1.2 The implementation of this policy is the responsibility of the Headteacher and all teaching and classroom support staff.

### **2. Objectives**

2.1 The objective of the Special Educational Needs Policy is to improve the learning and raise the achievement of pupils with special educational needs.

2.2 The school seeks to develop an inclusive curriculum by

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

2.3 Every pupil is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community.

2.4 The Special Educational Needs and Disability Code of Practice: 0-25 (2014) states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many students during their time at school may experience difficulties, long or short term, and these may encompass intellectual, physical, sensory, social, emotional, behavioural and/or speech and language areas.

Every student is seen as having individual needs, and the school strives to ensure that everyone feels equally valued and fully included within the school community.

2.5 Reference is made to the Special Educational Needs Code of Practice (2014) and the SEN Toolkit for all SEN procedures and action taken in school. Reference is also made to Implementing the Disability Act in Schools and Early Years Settings (2006), Removing Barriers to Achievement (2004) and Equality Act (2010).

### **3. The School's Provision for Special Educational Needs**

3.1 The Special Educational Needs Co-ordinator (SENCO) is Mrs Dawn Howell. Mrs Howell holds the National SENCo Award.

3.2 The **SENCO** is responsible for:

- Writing and reviewing the SEN policy
- Overseeing the day to day implementation of the SEN policy and resources
- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves
- Maintaining the SEN register
- Maintaining all SEN records, including the individual pupil files
- Co-ordinating provision for pupils with SEN
- Setting up and monitoring in-class support and intervention programmes (e.g. wave 2 and wave 3 support)
- Organising the review of Individual Education Plans (IEPs)
- Completing annual reviews of statements of Special Educational Needs
- Liaising with parents, outside agencies and other schools
- Administering submissions for special arrangements for statutory testing
- Managing and contributing to professional development of colleagues in areas of SEND support, including NQTs and students
- Advising on all aspects of differentiation, teaching and learning styles and resourcing
- Advising staff on pertinent SEND issues
- Liaising regularly with the SEND Governor
- Applying for statutory assessment

- Liaise with outside agencies, providing a link with agencies, class teachers and parents.

### 3.3 **Class teachers** are responsible for

- Completing a SEND Referral Form if they have concerns about a particular child
- Keeping their SEND class portrait up to date
- Assessing all pupils in reading, writing and maths every six weeks as part of 'data in' collection
- Differentiating activities for all pupils, including more or less able children
- Writing and reviewing and implementing IEPs alongside the SENCO.
- Managing teaching assistants in their classrooms on a day to day basis
- Meeting with parents and outside agencies when appropriate

### 3.4 **Teaching assistants** will support the teacher and pupil by:

- Implementing an individual or group of pupils' access to and progress in the curriculum
- Implementing activities designed to achieve targets on IEPs
- Encouraging and promoting pupil independence
- Liaising with teachers and the SENCO, giving feedback and suggesting development
- Working with individual or groups of pupils (e.g. Wave 2 or 3 support)
- Carrying out specific intervention teaching programmes
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate

### 3.5 The **Governing Body** will ensure that:

- The SEN policy is implemented fully
- The success of the implementation of SEN policy and quality of SEN provision is monitored through regular planning with SEN governor and Standards Committee
- They have regard to the requirements of the SEN Code of Practice (2014)
- The governor with responsibility for SEN is Mr Nathan Mastin

3.6 SEND Pupils are taught in mixed ability and mixed aged classes. Their progress, along with all other pupils, is tracked every six weeks.

3.7 The SEND Register is updated at least three times per year.

3.8 Pupils on the SEND Register may receive extra support from a teaching assistant, in a group or as an individual. If an individual pupil receives one-to-one support through a Statement of Special Educational Needs, there may be occasions when that child is helped through group support as part of his/her learning programme.

3.9 All pupils who are on the SEND register have an IEP, all of which are reviewed three times per year.

3.10 IEPs have 'SMART' targets (Specific, Measurable, Achievable, Relevant, Time-bound) aimed at small, achievable steps to success.

3.11 Arrangements are made for pupils with SEND who qualify for support when taking statutory tests. These may include a reader, extra time and help with recording, in line with national arrangements.

3.12 Once pupils have been identified as having SEND, the Graduated Approach (Assess, Plan, Do, Review) as set out in the Code of Practice (2014) is put in place.

#### 4 Identification and Assessment

- Early action is encouraged for pupils who need support prior to placement on the SEN register. The SENCO uses the school tracking system to highlight pupils who are falling behind age related expectations and pupils who are not moving on in their learning. Discussion takes place between the SENCO and class teachers about current Wave 2 intervention and strategies and the possible need for Wave 3 intervention. Provision is put in place and needs recorded on the class provision map. Intervention at this point is designed to boost a pupil's progress and avoid the need for them to be placed on the SEN register.
- If a pupil has fallen more than 3 'points' behind (One year) as shown by pupil tracking they will be placed on the SEN register. An IEP will be put in place.
- Parents are involved prior to placement on the SEN register so that all procedures can be explained, and agreement reached regarding future support. Parents are then regularly updated on their child's progress, through IEP reviews, at least 3 times a year, and are involved in supporting the child at home with individual targets.
- Once pupils have been identified as having SEN, the Graduated Approach staged process as set out in the Code of Practice (2014) is put in place.
- Individual targets are drawn up on an IEP. IEP's work from a positive starting point of what the student is able to do, and will have 'SMART' targets (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound) aimed at small, achievable steps built into it to ensure success Pupils are encouraged to be involved in the process of identifying their targets and reviewing their progress. They are invited to attend each IEP review with their parents. Pupils with statements also attend their annual reviews.

- Pupils on the SEN register receive extra support from a teaching assistant, in a group or as an individual. If a pupil receives support through statementing provision, there may be occasions when that child is helped through group support as part of his/her learning programme. All SEN pupils have an IEP book which records their current targets, dates of all interventions and comments on progress against their individual targets.
- There are a number of shared areas within the school which teaching assistants use for specialised teaching. Student records are stored in a locked filing cabinet in the SEN room.
- Arrangements are made for students with SEN taking statutory tests. These may include a reader, extra time and help with recording, in line with government assessment policy.
- When pupils leave the school, all SEN records are sent on to the new school. The SENCO makes contact with the receiving school's SENCO to ensure continuity of support.
- Inclusive practice is encouraged at all times and the school is always looking at ways of removing barriers to learning. The school has wheelchair access and disabled toilet facilities. In line with current recommendations, the school has drawn up an Accessibility Plan, which contains short and long term targets to ensure full provision for all students, regardless of SEN and/or disability.
- Sutton St James School is aware that any child admitted to the reception class might have unidentified special educational needs. The same applies to children who transfer from one school to another during the primary phase. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. At the heart of the work of the school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment in specific subjects fall significantly outside the expected range may have special educational needs. It is recognised that some difficulties in learning may be caused or exacerbated by the school's learning environment or adult/child relationships. This means we look carefully at classroom organisation, teaching materials, teaching style and differentiation so that each child is enabled to learn effectively.

## **5. Admission Arrangements**

Sutton St James School will admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs, but without statements, will be treated as fairly as all other applicants for admission. Such children will be considered as part of the normal admissions procedures.

## 9. Complaints

Any complaints with regards to the provision of Special Educational Needs will be dealt with through the School Complaints Procedure. See Complaints Procedure Policy.

## 10. Partnership Working

The school is committed to partnership working when providing for children with Special Educational Needs. The school will communicate and agree policies and protocols that ensure that there is a 'seamless' service between different agencies. The school will work supportively and in partnership with parents and their children to ensure that everyone involved understands the nature of specific learning difficulties thus leading to a better quality of provision. Our partners include: The Specialist Teaching Team (STT), Working Together Team (WTT – Social / Communication Outreach), Educational Psychology Team, Community Paediatrician, Teaching and Learning Centres (TLC), Hearing Impaired (SESS), School Nurses, Speech and Language, Behaviour Outreach Support Service (BOSS), Occupational and Physiotherapists.

Signed \_\_\_\_\_ Chair of Governors

Date:

\_\_\_\_\_ Headteacher

Date: