

WEST HAM CHURCH SCHOOL

Special Educational Needs Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014).

Policy Date: September 2018

Review date: September 2022

The ethos of this school ensures:

- The successful inclusion of all pupils at West Ham Church School is to be actively sought by all members of the school community
- All involved in the education of the child – parents/carers, teaching and non-teaching staff, governors and outside agencies – should share their knowledge and understanding of the child and work in partnership for the good of the child.
- The school's allocation of resources for SEN should reflect the various levels of need experienced by pupils.
- All pupils are valued individuals with unique interests and strengths. Their observations and opinions are sought and taken into consideration.
- All pupils should be given opportunities to reach their full educational, emotional and physical potential.

Aims and Objectives of the Policy

All children have individual needs, but some children have special educational needs and/or a disability (SEND). We aim to meet individual needs, with a differentiated curriculum as appropriate, enabling all children to succeed as learners through achieving our objectives:

- To enable early identification and provide guidance for those children with SEN, either, by parents/carers, or school staff and outside agencies.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To provide 'quality first teaching' to enable all children, including the Foundation Stage, to access the full school curriculum creating a "whole child, whole school" approach to the management and provision of support for special educational needs.
- To provide a lead Special Educational Needs Co-ordinator (SENCO) and a team of SENCOs who will work within the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils by ensuring continual professional development (CPD) through planned programmes.
- To clearly state the entitlement for pupils with SEN and encourage parents to be actively involved in all aspects of their child's education, including their child's learning programmes.
- To outline procedures within the school once pupils' needs have been identified and to anticipate the needs of future school intake.
- To promote and maintain effective communication between all those involved with pupils, by listening to their views, reviewing and evaluating their work and progress and setting new targets.
- To effectively monitor practices to assess the pupils' progress and access to the curriculum.
- To raise the profile of SEN practices and their role in creating an inclusive school
- To promote and continue inclusion within our school as laid out in our Inclusion Policy
- To work with other schools and the Local Authority to share good practice in order to improve this policy.

Roles and Responsibilities

The Governing Body

- responsibility for ensuring the Special Needs Co-ordinator will hold a 'National Award in Special Educational Needs Co-ordination' and is allocated time to undertake the demanding role of SENCO.
- responsibility for ensuring the Special Needs Co-ordinator delegated powers and responsibilities to the Head Teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy.
- responsibility for ensuring that provision of special educational needs is of a high standard where pupils with SEND have access to all activities and school facilities.
- responsibility for ensuring that the school complies with all equalities legislation.
- responsibility for ensuring funding is in place to support this policy.
- responsibility for ensuring this policy and all policies are maintained and updated regularly.
- responsibility for ensuring all policies are made available to parents;
- responsibility for involving the School Council in the development, approval, implementation and review of this policy.
- responsibility for ensuring the nomination of a link governor to visit the school regularly, to liaise with the Head Teacher and the SENCO and to report back to the Governing Body on the effective implementation, monitoring and evaluation of this policy.
- Responsibility for ensuring that parents have access to the Governing Body's procedures on concerns and complaints on pupils with SEND.

Role of the Head Teacher

The Head Teacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the SENCO, the link governor and the teaching and support staff and all relevant school personnel to receive the appropriate information regarding the special needs provision for pupils with SEND;
- inform parents when SEND provision has been made for their child;
- monitor the and monitor the progress made by pupils with SEND;
- agree with the Local Authority and the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEN information report on the school's website updating stakeholders of how the school's offer is administered;
- provide guidance, support and training to all staff;

- monitor both the quality of teaching and the pupils with SEND, ensuring progress appropriate to their ability is made and school personnel have high expectations of pupils through differentiation.
- ensure appropriate provision is in place.
- ensure the pupil tracking system is effective.

Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.'

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- advising on the graduated approach to providing SEN support.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- liaising with parents of pupils with SEN.
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements ensuring that the school keeps the records of all pupils with SEN up to date.
- All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.
- The needs of SEN children will normally be met in mainstream schools or settings.

- The views of the child should be sought and taken into account.
- Parents / carers have a vital role to play in supporting their child's education
- Access to a broad, balanced and relevant education including the Foundation Stage Curriculum, the National Curriculum and the physical environment are entitlements for all children

The Role of the SENCO:

- The day-to-day operation of the SEN Inclusive Education Policy.
- Maintaining the SEN register and overseeing the records of all children with SEN.
- Liaising with, advising and supporting all staff and pupils.
- Co-ordinating provision for pupils with SEN both internally and externally.
- Liaising with parents/carers by involving them in supporting their children and understanding the SEN policy.
- Contributing to in-service training for all staff and identifying training needs.
- Liaising with external agencies, Educational Psychologists, other support agencies and LEA officers to facilitate their work within the school.
- Liaising with curriculum co-ordinators regarding attainment, assessment and progress.
- Contributing to the development and implementation of a whole-school Behaviour Management Plan.
- Ensuring that ongoing observation and assessment provide regular feedback to all teachers and parents/carers about the pupil's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning.
- Monitoring the provision for children on the SEN Code of Practice in terms of planning, delivery and 'in-school plans' when appropriate.
- Attending cluster meetings and disseminating information to staff.
- Liaising with the SEN Inclusion Link Governor.
- Raising awareness of the Inclusion policy in the school.
- Linking with feeder and host schools to ensure smooth transition and liaising with schools during mid-phase admissions where appropriate.
- Arranging and chairing meetings including termly and annual reviews and 'in-school plan' meetings.
- Line managing TAs and co-ordinating their timetables

- Meeting with the SEN Inclusion Link Governor and parents of SEN children, regarding allocations and use of SEN budget and keeping SLT fully informed of particular concerns or matters arising from meetings held.
- Co-ordinating the audit and review of SEN policy, procedures and practices in the light of changes to the SEN Code of Practice and Government legislation and borough guidelines.

The Role of the Class Teacher

The class teacher is responsible for:

- Identification of a need.
- Taking account of the pupils' and parents' views.
- Planning: individually and with other adults for the differentiation of activities and tasks.
- Classroom management.
- Providing lesson instructions, including learning outcomes for TAs.
- Assessment, record-keeping (Including In School plans), to demonstrate progress and attainment.
- Devising targets with parents and pupils and appropriate staff.

In fulfilling these duties, staff should be supported by the SENCO, colleagues who have curriculum leadership responsibilities and in some cases, by visiting advisors from the support services.

One to one tutors/intervention teacher

In addition to working with individuals or groups of pupils, the intervention support teacher liaises closely with the Head Teacher and SEN HLTA for interventions to plan and provide appropriate work for each child.

The Role of Teaching Assistants (TAs)

The role of TAs is seen as a valued and vital one in our school. TAs are to be supported in their role by all teaching staff. They are line-managed by the SENCO and HLTA for SEN. The Deputy Head Teacher, also provides direct support and access to training. They attend relevant training offered by the school and other services.

The TA should work according to the Raising Achievement Plan and with the class teacher to facilitate all pupils having full access to the curriculum. TAs should be

involved in the planning of targets and should keep adequate records to feed into the class teacher's records.

TAs should be encouraged to show initiative, for example, when particular therapies or lessons are modelled by specialists, the TA will deliver them and share new knowledge with the SENCO, class teachers and other TAs. If necessary, the TAs will make and use resources.

Appropriate Intervention

As stated in the SEND Code of Practice 2014, point 6.37:

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'

Intervention will include:

- Providing special equipment.
- Providing different learning materials.
- Introducing individual/group support.
- Deploying extra adult time to planning/producing materials.
- Staff development/training opportunities.
- Identification, assessment and review.

Initial Concerns

What we do:

- Any concerns about a pupil, may be raised by any member of staff, parent/carer or professional who is directly involved with the pupil. The pupils themselves may raise a concern.

The Special Needs Co-ordinator (SENCO) and/or Assistant SENCO is informed. If the information comes from someone other than the class teacher, the class teacher must be informed and their consent obtained to put the child on the School's SEN register. If the information comes from someone other than the parents/carers, then they must be informed.

- A yellow cause for concern sheet should be completed and given to the SENCO.
- A meeting is then arranged with the SENCO/Assistant SENCO and relevant adults to discuss the child. This may occur after initial observations by the

SENCO/Assistant SENCO or before. The SENCO/Assistant SENCO will also obtain the child's viewpoint.

- Future meetings will allow for the monitoring of progress according to the need of the child.

The following may not be considered as SEN, but may impact on progress and attainment of the child:

- Disability (the Code of Practice 2014 outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behavioural needs will no longer be described as SEN. Any concerns relating to child's behaviour will be dealt with once the school has identified, recognised and established the issues relating to the needs of the child.

Roles and Responsibilities

The school/teacher will identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

As stated in the SEND Code of Practice 2014, point 6.36, ‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.’

The class teacher is also responsible for:

- Gathering information about the pupil.
- Providing differentiated work (advice may be sought from the SENCO and curriculum co-ordinators).
- Monitoring pupil progress and feeding back to the SENCO.

Record Keeping

It is particularly important that agreed school procedures for assessment and recording are strenuously followed; since evidence of efforts made to help the child will be required should s/he be referred for further support.

We will adopt a graduated, holistic approach coordinated by the SENCO and using the following four stages of action: Assess, Plan, Do and Review.

Parents will be kept well informed of and involved in all four stages

For a child with behavioural difficulties, a record of incidents will be kept on an ongoing basis.

If the child makes good progress, the class teacher and SENCO may decide to remove him/her from the record of concern.

If the child does not progress, the class teacher may ask the SENCO to consider him/her for further assessment and intervention by outside agencies.

In-School Intervention Plans

Should the SENCO consider that despite evidence that the class teacher has differentiated the curriculum, and that the child is still not making adequate progress, the SENCO will propose that an In-School Intervention Plan be implemented.

What we do:

- Strategies and targets are proposed by the class teacher and SENCO.
- The class teacher and SENCO will discuss targets with the pupil and parents.
- An In-School Intervention Plan will be drawn-up, with targets, strategies and resources to meet them.
- A review date will be set and recorded.

Roles and Responsibilities

Class teacher and SENCO will work together to:

- use the teacher's overall planning to implement specific targets.
- ensure parents/carers are kept informed regularly.
- keep pupil(s) involved throughout whole process.

Record Keeping

Whole school assessment and recording procedures will be followed. The In-School Intervention Plan will detail the child's targets.

Teacher and pupil will discuss the targets and the teacher will monitor progress of each target. The teacher will keep a brief ongoing record, which will form part of the next review. It may include annotated examples of pupil's work and any other school records that are available.

The child's In-School Intervention Plan will be reviewed regularly. If significant progress is made, the class teacher, SENCO and parent may decide that intervention may no longer be required.

If there is still cause for concern, the class teacher and SENCO may decide to refer the child to an outside agency for assessment. This will be discussed at a meeting with the parent and child.

- A referral form to the external agency, along with review notes and evidence of strategies tried will be compiled by the class teacher and the SENCO, with parental consent.
- Advice from the external agencies will be given at a meeting with parents/carers, teacher and SENCO and will form part of the new targets and strategies.

Responsibility and Actions

- The SENCO will prepare advice along with the class teacher for external assessment by LEA.
- Reports from the Educational Psychologist and parents/carers will be submitted.
- The Pre Assessment Panel will make a decision about the referral based on the evidence provided.
- The pupil will continue to have an updated In-School Intervention Plan.

If a child continues to cause concern, the teacher and SENCO may decide to request an assessment (with parental consent) by an outside agency, who in the first instance, will meet with the class teacher, SENCO and parents/carers, before assessing the child. This may lead to the request for formal assessment.

In exceptional circumstances for example, a child with Profound and Multiple Difficulties, where the school does not have sufficient delegated funding or resources to meet the needs, then a case may be made to High Needs Funding Panel. This is a special cluster meeting of SENCO's chaired by a SENCO.

Record Keeping

All those involved with the child must continue to keep detailed records.

The pupil with High Needs Funding must be provided for accordingly. The SENCO will monitor provision. Previous provision must continue.

The decision to discontinue High Needs Funding can only be taken as a result of an Annual Review. The Head teacher delegates the responsibility of calling and co-ordinating the annual review. These take place in years 0, 3 and 7. The local authority will review the funding levels for all funded pupils. In these years annual review papers need to be submitted to the SEN section by June 20th of that year, by the SENCO.

General Record Keeping

We recognise the need to keep records updated and to assess and monitor to ensure that pupil needs are met.

Records for a pupil with SEN needs include:

- Weekly planning sheets which show targets and progress made to inform future planning.
- Early years profile.
- Termly assessments.
- Observation of learning styles and behaviour patterns.
- Reports submitted by external agencies.
- In-school intervention plans and review forms.
- In-school intervention plans and completed forms are kept securely in the SENCO filing cabinet. (GDPR).
- Copies of information and forms are kept securely in the classroom in the SEN folder. (GDPR).
- TAs keep running records of their support work with pupil.
- The SIMS software is used to store the SEN register.
- The In-school intervention plans are a working document; therefore TAs or teachers who work with pupils should document details of pupil progress or further concerns continually.

Assessment

Assessment may result in advice about further strategies to be tried initially, including the use of additional resources from within the school.

Monitoring

- Pupils work is monitored by the SENCO for reflection of planning and In-school intervention plans targets
- In-school intervention plans are reviewed on a Termly basis unless otherwise instructed
- Completion of SEN review forms will further help with the monitoring process as target setting effectiveness of learning programmes; pupil view and parent/carers views will be documented.
- Areas of SEN are monitored by the school's SEN Team, i.e. pupil progress, pupil support, pupil groupings etc.
- Annual reviews involving the pupil, parents/carers, teachers, SENCO and appropriate external agencies, must allow the Local Educational Authority to continue to monitor the progress of pupils with High Needs Funding.

Pupil Participation

The school recognises that it is good practice for pupils to express their opinion and to have input into their education. Pupils are included in the target setting and review processes.

Transition Arrangements

The SENCO liaises with the school nursery staff before each new intake. All pupils, including Year 6 pupils who are supported by a High Needs Funding will have their transitional review meeting arranged in the summer term.

For Year 6 pupils, the SENCO liaises with the staff of the various secondary schools. Where appropriate, particular pupils have transition programmes to facilitate their transfer. These involve extra visits and familiarisation with staff.

Staff Development and Training

The school endeavours to promote good practice by raising the awareness of good inclusive practices and providing appropriate INSETs delivered either by the SENCO or by outside agencies. Wherever possible, staff receive specialist training appropriate to the needs of the pupils with whom they work.

TAs have access to a range of courses offered by specialist teachers at the Tunmarsh Centre.

- TAs are encouraged to attend courses. A record is kept of all staff training
- The need for in-service training for TAs is recognised by all staff
- Members of the teaching staff are also encouraged to attend courses that relate to the needs of the pupils

Admissions and Facilities

No child will be discriminated against on entry into school because of the individual needs. Each child will have equal right to be admitted to this school and then be given equal access to the curriculum.

SEN Income and Expenditure Summary

The school's budget is set annually and an allocation of monies is made to SEN.

Children with SEN needs, that require funding, may be granted on application, High Needs Funding.

The Main Sources for Funds for Special Educational Needs

1. What the school devotes to staffing, materials, classrooms, etc from its own devolved funding
2. LEA delegated funds for SEN
3. Standards funds, eg Social Inclusion

This money covers the following main areas of expenditure:

1. Staffing
2. Staff training
3. Maintenance and resources
4. Improvements to SEN work
5. ICT
6. New administration, software and training

We distribute the funds in the following way:

1. The needs of pupils
2. Number of pupils who require support in different year groups
3. Support or those pupils with physical difficulties
4. The need for support in different areas of the curriculum
5. Priorities within the school's development plan

Evaluating the Policy

The SENCO team will be involved in the compilation of a School Annual SEN report that will be discussed by the governors and then made available to parents. This report will be a brief summary of the main points from the school's SEN policy and changes to the new SEND Code of Practice (2014).

Under Continual Review

To explore ways of providing the best possible provision for SEN pupils in the context of the Literacy, Numeracy and all other subject, along with the most efficient and effective use of support staff during these periods.