



**Beeston Hill St. Luke's C of E Primary School**

## **Special Educational Needs Policy**

**Approved: June 2022**

**To be reviewed: June 2023**

Version No	Author/Owner	Date Written	Note of amendments made	Signature	Review Date
2020-21	Maureen Metcalf	June 2016	Additional information regarding the Resourced Provision page 11	MP 20.9.21	June 2022
			Specific Information relating to the SEN (Special Educational Needs) information report removed from this policy and placed in a separate document (SEN Information Report).	MP 18.5.22	June 23

## **Compliance**

This policy complies with the guidance given in:

Statutory Instrument SEN (information) Regulations (Clause 65)

SEN and Disability Code of Practice 2015

The Equality Act 2010

The Children and Families Act 2014

The SEND (Special Educational Need and Disability) policy for Beeston Hill St Luke's Primary School complies with the guidance given in the documents listed above and links with our Health Statement, our Equality Statement, Behaviour and Child Protection Policies Local and Universal Offers and our Complaints Procedure.

It also reflects the school's mission statement and supports its ethos to promote quality and equality of provision for all, irrespective of need, ability, or disability.

In accordance with the overarching principle of the new Code of Practice, this policy has been coproduced with: Michelle Palmer (SENCO), Louise Booth (Headteacher), Helen Birch (SEN Governor) and the parents and families of pupils at St Luke's.

## **Our principles for Inclusion**

This policy will be successful when everyone at St Luke's is committed to maximising the potential of our children by removing, alleviating, or compensating for any needs they may have. In achieving this aim, we will have enabled our children to participate as fully as possible in all areas of the curriculum and in all aspects of school life.

All our children, including those with special needs should feel valued, experience success, have high self-esteem and are well motivated.

At St Luke's we provide our SEND pupils with the maximum opportunity to attain and make progress in line with their peers wherever possible. Accurate assessment of their needs and carefully planned programmes, which address the root causes of any learning difficulty, are essential for these pupils.

These principles will be recognised when:

- All members of our school community are committed to the inclusion of every pupil and to meeting his or her identified, individual needs
- We provide differentiated learning opportunities, for all the children in school, which are appropriate to their interest and abilities
- Children enjoy their learning experiences and make a positive contribution to the school and its community
- Suitable challenges are set for every child
- Potential barriers to learning are identified and overcome

All of this will be carried out in a safe and healthy school environment.

Through our SEND policy we will endeavour to narrow the gap between those vulnerable learners and others.

## **Policy development and Implementation**

Basic Information about the School's Special Educational Provision

### **Objectives of the Policy**

- This policy works within the guidance provided by the SEND Code of Practice 2014
- Following this policy will ensure that all children at St Luke's will have access to a broad, balanced, and relevant curriculum, whatever their individual needs
- It will guarantee pupils with SEND and or medical conditions are fully included in the educational and social life of the school
- All pupils with SEN will be actively involved in their own learning
- All staff will be responsible for the early identification, assessment, monitoring, teaching, and inclusion of all pupils with special and/or additional needs as an integral part of raising standards
- We will provide training, support and advice for all staff working with SEN pupils to ensure elevated levels of expertise to meet pupil's needs through a targeted professional development programme
- We recognise the importance of close working relationships with families and the policy will ensure that the views of parents and carers are considered to build confidence in their partnership with the school
- We value the support and advice of outside agencies including the LEA and aim to work productively with them so that all parties can contribute towards meeting the needs of vulnerable learners

### **Responsibility for the co-ordination of SEN Provision**

- The Governing Body, in co-operation with the Headteacher, is responsible for the school's general policy and approach to provision for pupils with SEN and reports annually to parents on the school's policy on SEN
- The SEN Governor is **Mrs Helen Birch**
- The Headteacher has responsibility for the day-to-day management of all aspects of SEN provision
- The Special Educational Needs Co-ordinator (SENCo), working closely with the Headteacher, has responsibility for the day-to-day operation of the school's SEN policy and for co-ordinating provision for pupils with SEN
- The SENCo is **Mrs Michelle Palmer**

### **Arrangements for Co-ordinating SEN Provision**

The SENCo and the Assistant to the SENCO will:

- Work in partnership with colleagues, parents, pupils, and outside agencies to set, monitor and review short term objectives on individual SEND behaviour, education, and support plans.
- Oversee the records of all pupils with SEND
- Co-ordinate the monitoring of pupil achievement and use this information to inform planning
- Provide professional guidance and continuing professional development for all staff to secure high quality teaching and effective use of resources for pupils with SEN
- Monitor the quality of teaching and learning and work regularly with colleagues and pupils to set targets for improvement
- Liaise regularly with parents and carers of pupils with SEN
- Liaise with external agencies in matters relating to pupils with SEN, including Annual Reviews of Education Health Care Plans (EHCPs) and Funding for Inclusion Reviews
- Liaise regularly with the SEN Governor
- Update and obtain resources as necessary

## **THE IDENTIFICATION AND ASSESMENT OF AND PROVISION FOR ALL PUPILS WITH SEN**

### **Identification and review of pupil's needs**

Concerns may be raised about a child's progress or inclusion by parents/carers, external agencies, teachers, or a previous placement (school, nursery, or playgroup).

Observations of the child may indicate a gap in knowledge or skills.

These

may lead to identification of need in one or more of the four broad areas of need i.e.

1. Communication and Interaction,
2. Cognition and Learning,
3. Social, Emotional and Mental Health
4. Physical and Sensory

The SENCo Co-ordinates the identification, planning, assessment, and monitoring of pupils with SEN (Assess – Plan – Do – Review - Code of Practice 2014)

- A teacher can raise a concern to the SENCo through discussions/meetings or by completing an *"Internal Referral Initial Concerns Sheet"*
- A meeting with the parent will then be arranged to discuss the child's needs and a graduated response of intervention will be put in place before placing the child on the SEN register
- A pupil cannot be added the school SEN register unless a meeting has taken place
- There is clear, well communicated criteria for placing a child on the school SEN register

- Children who are identified as having SEN and are receiving support that is additional to or different from the educational provision made are recorded on the school SEN register
- Meetings will be held with parents regularly throughout the school year to review and evaluate progress/needs
- SEN Support Plans will be used to plan programmes and monitor and review progress for those on a graduated response and those pupils listed on the SEN Register in line with guidance from the SEND Code of Practice (COP) 2014
- Individual evidence files containing examples of funded pupils work are compiled by key support staff throughout the academic year. This again supports the tracking of pupil progress and again helps inform the planning for the next steps.
- The SENCo will effectively co-ordinate the tracking, recording and communication of high-quality SEN pupil information. This will be used to inform policy and practices across the school
- Staff are kept informed and updated on all SEN issues and pupils on the SEN Register through termly review and or ISAR (Inclusion and SEN Additional Support Record) meetings with the SENCo and information sharing at staff meetings
- According to the Special Educational Needs and Disability Regulations 2014 on SEN, the arrangement for assessing and identifying pupils as having SEN have been agreed and set out as part of the Local Offer. This can be accessed via the school website
- There are annual reviews for those pupils with an EHC (Education Health and Care) plan
- There are annual reviews for FFI (Funding for Inclusion) only pupils (funded but no EHC Plan)
- A robust transition is planned for pupils with SEN who may require a more detailed plan for moving to a new year group or school.

## **Roles and Responsibilities**

### **The SENCo**

The SENCo will:

- Oversee the day-to-day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Liaise with relevant designated teacher where a looked after pupil has SEN
- Give advice and support on a graduated approach to the provision for SEN
- Advise on the deployment of the school's delegated budget and other resources to effectively meet pupil needs
- Liaise with the parents of children with SEN
- Liaise with Early Years professionals, other schools, Educational Psychologists, health, and social care professionals as well as independent and or voluntary bodies
- Be a key point of contact with external agencies

- Liaise with potential next providers of education to ensure a young person and their parents are informed about opinions and a smooth transition is planned
- Work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- Ensure that the school and nursery keep up to date records of all children with SEN

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching.

**For more information on teaching staff roles and responsibilities please see the SEN Information Report on the school website.**

### **Staff training**

The SENCO regularly conducts in-house training around specific areas of need relating to SEN and any current government and local authority initiatives/ policies ensuring best practice is shared with teachers and support staff. Staff also receive practical hands-on advice and support from the SENCO. The SENCO also attends regular training and has completed a master's degree in special educational Needs. The SENCO and the Assistant to the SENCO are the school's trained Lead practitioners in Autism and they also teach and manage the resourced provision for children with complex communication needs.

At St Luke's, we have several staff who are members of our Complex Needs Team. Some of these staff have specific expertise in supporting pupils with SEN/ disabilities and have developed skills in the following areas:

- Autism and social communication difficulties
- Intensive Interaction
- Lego therapy
- Makaton
- Sensory Differences
- British sign language
- Visual impairment

At St Luke's, there are members of our Senior leadership team who specialise in subject areas and specific difficulties relating to the subject. Our current literacy leads are Louise Booth (Head teacher) and James Lillywhite (Assistant to the Head). Another member of our senior leadership team Ali Forth (Assistant to the Head) has completed training in Meeting the Specific Needs of SPLD (Specific

Learning Difficulties) and literacy together with the SENCo (Michelle Palmer). This training has enabled the school to create a whole school approach to Dyslexia, building capacity to support staff and any learners who may present with a profile associated with Dyslexia.

## **SUMMARY**

We are an Inclusive school and as such we are committed to safeguarding and promoting the wellbeing of all our children our colleagues and the whole school community. This commitment extends to those of us who have additional needs of whatever description and we believe that in meeting these needs we further the social, emotional, and intellectual development of us all. We strive to provide full access to all aspects of school life for everyone in an endeavour to enable, even our most vulnerable, to achieve their full potential.

By focussing on positive outcomes, this policy aims to raise the aspirations and expectations for and of all of those with special educational needs.

**This Policy was created by** Michelle Palmer in consultation with colleagues and existing school and authority documentation – September 2022