



## Special Educational Needs Policy

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### St Jerome's Mission Statement

**“In this small space we learn to value one another, to think, to learn, to wonder and create.”**

At St Jerome's Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible outcomes. In line with our mission statement, we aim to develop the academic potential of each child and to cater for the social, moral, physical and spiritual requirements of the individual in a happy and secure environment. Every teacher is a teacher of every child, including those with Special Education Needs and Disability (SEND).

### Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, disability or any other factor that may affect their attainment.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and special educational provision made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

## Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2014).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- Facilitate good parent and carer involvement in children's learning and development.
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible; that outcomes of special educational provision are determined; and that their progress towards these outcomes is closely monitored.
- Ensure all teachers take responsibility for planning and meeting the learning needs of special educational needs pupils, and of deploying support staff effectively to meet children's learning needs.
- Ensure that the school liaises with outside agencies effectively to meet the needs of staff and pupils.

## Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We 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.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving special educational provision.

## A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEND. 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. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, end of key stage tests, standardised assessments, or the use of Performance Indicators for Value Added Target Setting (PIVATS). Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute special educational provision and the child would be registered as receiving SEN Support. We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalized plans and keep them updated.

**ASSESS** - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first.

**PLAN** – A child who is not making progress or is making very small steps of progress may have a bespoke SEN Support Plan put in place. Pupils and parents will be involved in this planning process as much as possible. The plan will outline strategies that will be used in order to achieve specific measurable outcomes. A review date will be set.

**DO-** The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW-** The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents will happen at least termly.

The school's SEN Information Report (which contributes to the Local Authority's Local Offer) can be found on the school website: [www.st-jeromes.co.uk](http://www.st-jeromes.co.uk)

This indicates the type of provision the school currently offers to pupils with SEND and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

## High Needs Funding and Education Health care Plans

The school has a responsibility to provide the first £6000 of support for a child with SEN or a disability. If the school are spending over £6000 and still not meeting the needs of the child, High Needs Funding may be applied for. A costed action plan will be used in the application process. Parents and/or school can apply for an Education Health Care Assessment if the pupil is still not making progress, despite the school taking a graduated approach with relevant actions over time.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's personalised plans
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

The Local Authority (LA) will then assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website

<http://www.sefton.gov.uk/localoffer>

## Annual Review of the EHC Plan

The LA has a three year period in which to legally make the transition between existing Statements of SEND, and EHC Plans. The Local Authority's transition policy can be found at [www.sefton.gov.uk](http://www.sefton.gov.uk)

All Statements/ EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded.

## Criteria for exiting Special Educational Provision

A child may no longer require special education provision where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers

- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

## Supporting pupils and families

Sefton Local Authority's Local Offer can be found at <http://www.sefton.gov.uk/localoffer>

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents. Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided.

Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

The SEN Information Report is updated annually on the school's website.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. A multi-agency approach may be initiated if school staff require further knowledge, understanding or training regarding a child's medical needs, or if adjustments need to be made.

Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist.

## Admissions

Pupils with special educational needs will be admitted to St Jerome's Primary School in line with the school's admissions policy (available on the school website). The school meets with the statutory requirements of the Children and Families Act 2014.

The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, St Jerome's Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is aware that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school.

## Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please refer to the School's Medical Policy for further information.

## Monitoring and evaluation of SEND

At St Jerome's Primary School, a system of Provision and Impact Mapping is used to ensure that we are able to analyse the impact and outcomes of provision and resources made available to an individual child and wider groups of pupils. Assessment and other progress information is inputted from whole school systems already in place, to inform teachers and senior leaders on the progress of pupils. This is used to inform future decisions and can be used to inform discussions in person-centred review sessions with parents and pupils. It also helps us to determine the effectiveness of our provision for pupils with special educational needs and disabilities, and ensure that provision of resources is equitable among pupils according to their needs.

## Training and resources

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements/ EHC Plans and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO. The SENCO will keep abreast of current research and thinking on SEN matters. The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENCO will disseminate knowledge or skills gained through staff meetings, In-service Training or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- additional staff support
- providing intervention work for individuals and small groups
- purchasing materials and resources
- training for staff
- provision of external specialists and advice, where required

Money received for a statement/ EHC Plan is allocated according to the requirements of the pupil's plan to ensure appropriate provision.

## Roles and Responsibilities

### The Governing Body

The SEN Governor, Mrs S Murphy supports the Governors to fulfil their statutory obligations. The Governing Body has due regard to the Code Of Practice when carrying out its duties toward all pupils with special educational needs. Mrs Murphy meets with the SENCO on a regular basis to discuss the implementation of the SEN Policy.

### The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

### The Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that appropriate provision is planned and implemented and that reviews take place.

## Class Teacher and Support Staff

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. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate provision and review progress and impact. They maintain a class SEN file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

## Storing and managing information

The confidential nature of SEN information is fully recognized at St Jerome's Primary School. Hard copy files are stored away from the general school population. Electronic files are stored with the SENCO on a memory stick.

## Accessibility

The Disability Discrimination Act (1995), as amended in 2005<sup>1</sup>, placed a duty on all schools and LAs to implement and review, every three years, the accessibility of schools for pupils with disabilities. Please see St Jerome's accessibility plan for further details.

## Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- the Headteacher may refer the matter to the Area Special Needs Officer, or seek other external advice in a confidential manner. Parents are informed about Information Advice and Support Services (formerly Parent Partnership) and how to make representations to the LA
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of Governors, School Adviser, or the LA SEND Adviser as appropriate.

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<sup>1</sup> Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.

## Bullying

Bullying is taken very seriously at St Jerome's Primary School. To view the school's policy on anti-bullying, see the school's website at [www.st-jeromes.co.uk](http://www.st-jeromes.co.uk)

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at St Jerome's endeavour to generate a culture of support and care among pupils.