



Ribchester St. Wilfrid's Church of England Primary School SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Written by	Katie Isherwood (Headteacher) and Elise Lester (SENCO)
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OUR MISSION STATEMENT

- Following the teachings of Jesus, St. Wilfrid's nurtures a love of learning, within a supportive and caring family; encouraging all of us to become confident and resilient members of the world community.

Together, with Jesus, we can LOVE, LEARN and SUCCEED.

¹³ Christ is the one who gives me the strength I need to do whatever I must do.

• **Philippians 4:13**

Ribchester St Wilfrid's CE Primary School is committed to providing a broad and balanced curriculum within a caring and supportive Christian community where all pupils can flourish and reach their full potential.

We provide a personalised response to additional needs, believing that every teacher is a teacher of every child or young person, including those with SEND.

MAIN CONTACT

Ribchester St Wilfrid's Special Educational Needs Co-Ordinator (SENCO) is Mrs Elise Lester.

You can contact our SENCO by phoning 01254 878300 or by her email address e.lester@ribchester-st-wilfrids.lancs.sch.uk.

Our SENCO has completed the National Award for Special Educational Needs. The advocate on the Senior Leadership Team is Miss Katie Isherwood, headteacher.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)

- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the SENCO and in liaison with the Headteacher, SLT and SEND governor. It is shared with stakeholders through the school website. It is the responsibility of the SENDCo that this policy is in place and is upheld throughout the school.

AIMS

At Ribchester St Wilfrid's, we want all our children to achieve their full potential. We aim to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive. We aim to provide a rich and varied learning environment and to identify and overcome barriers to learning within this environment.

OBJECTIVES

In order to achieve our aims, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need;
- Ensure that students with SEND engage in activities alongside those students who do not have SEND;
- Identify pupils with SEN as early as possible and to make appropriate interventions through using appropriate teaching methods;
- Identify pupils of all ability who are underachieving, act upon this and support pupils to make optimum progress;
- Provide a Special Educational Needs Co-Ordinator (SENCO) who will oversee SEN in school;
- Provide support and advice for all staff working with pupils with SEN;
- To promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others;
- Develop partnerships with parents/carers in the education of their child and involve parents/carers in the review process.

DEFINITION OF SEND AND DISABILITY

The SEND Code of Practice 0 – 25 (September 2014) definition for Special Educational Needs is as follows:

A child or young person has SEN if they have a learning difficulty or disability that 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

Special educational provision is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

The SEN Code of Practice, 2014, describes 4 broad categories of need and support in which a child's SEN can be generally thought of. They are:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD),
- Severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication;
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Difficulties which may not be related to SEN

Difficulties, which are NOT SEN, but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010
- Attendance and Punctuality
- Health and welfare
- English as an Additional Language

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the understanding that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor.

Disability

The definition of a disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Ribchester St Wilfrid's, we feel it is important to identify pupils with SEND as early as possible and to act upon this to support children to make the best progress possible. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's policy on Teaching and Learning.

Class teachers discuss any concerns with the SENCo. If further action is deemed necessary, the SENCo and teacher will invite the parent/s in for a meeting.

Triggers for identification of special educational needs could be:

- Little or no progress is made when teaching approaches/learning styles are targeted to improve the child's identified area of need.
- The level of learning continues to be significantly below the expected level for a child of a similar age.
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed
- Social, emotional or mental health problems which are not improved by the techniques usually employed in the nurturing environment of the school
- Sensory or physical problems which create barriers to progress despite the provisions of personal aids or specialist equipment.

GRADUATED APPROACH TO SEN SUPPORT

Key Principles

- All class 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. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs;
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;

- Additional intervention and support cannot compensate for a lack of good teaching;
- Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;

When a pupil is identified as having SEN, action is taken to remove any barriers to learning and effective provision is put in place this support arises from a four-part cycle known as the **graduated response**. The four parts of the cycle are:

- Assess
- Plan
- Do
- Review

The graduate response is at the heart of our whole-school practice, as we continually assess, plan, implement and review our approach to teaching all children. However when a potential special educational need is identified this response becomes increasingly personalised as it responds to the individuals concerned.

Assess

We use our on-going assessments to analyse the individual needs of the pupil. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views of the parent, the views of the pupil and, if relevant, advice from external agencies. The SENCO may carry additional assessments if required.

Plan

Planning involves consultation between the teacher, SENCO, parents and outside agencies (if necessary) to agree the adjustments, interventions and support that is required. A support plan may be produced to evidence the support being put in place.

Do

The required adjustments, interventions and support is put into place. The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents.

The Assess-Plan-Do-Review process will take place three times over three terms in each academic year. On occasions they will take place more frequently or be held sooner if a child, parent/carer, teacher or SENCO feel it is necessary or there is a change in the child's needs.

REQUESTING AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

SEN support can be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, school or parents can consider requesting an Education, Health and Care needs

assessment. To inform its decision the local authority will want to see evidence of the action taken by school as part of SEN support.

An EHC needs assessment does not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC plan.

Requesting an EHC needs assessment can be undertaken by the SENCo, the child's parent, foster parents or health and social care professionals. (Relevant legislation: Section 36 of the Children and Families Act 2014)

On receipt of an EHC the SENCo will formulate an action plan of support/ provision, ensure the intervention/support process is maintained, organise annual review meetings for all parties concerned with that particular child, and keep parents and governors regularly informed of progress made.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

A register is kept of pupils with an identified special need or disability.

All children on the SEND Register will have a Support Plan, which details important information about the child, including their areas of strengths and weakness, strategies used within school to support the child, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the plan. The plan is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place three to four times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

In the Summer term of each academic year, in preparation for transition to their next class, a child's Support Plan is reviewed and new targets set. This allows for a smooth transition and can highlight any additional support a child may need to support their transition to a new class.

For pupils with Education, Health and Care Plans (formerly statements), an annual review meetings is also held annually.

ACCESS TO THE FULL LIFE OF THE SCHOOL

At Ribchester St Wilfrid's we aim to ensure that children with SEN play a full role in all school activities as far as it is appropriate e.g. music, homework, clubs, teams, swimming, school assemblies, concerts, visits, extra-curricular activities etc.

The school encourages pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to reach their educational potential.

The needs of SEN pupils are considered carefully on all school visits so that they can participate in the activities. Extra support staff may be needed. We consider this particularly important as many learning opportunities are afforded on these visits.

Every attempt will be made to inform support staff, who work with the children on a regular basis, of planned visits so that they can re-arrange their visit on that occasion.

Individual needs will be identified on Risk Assessment prior to educational visits.

SUPPORTING PUPILS AND FAMILIES

Ribchester St Wilfrid's believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Ribchester St Wilfrid's 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 (SEN) 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. The school has a policy for Supporting Pupils at School with Medical Conditions.

EFFECTIVE TRANSITION

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education by:

- Meeting Nursery providers and completing home visits for children entering our school in the Foundation Unit.
- During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEND this may include additional familiarisation visits, parental/carers visits to our school or other reasonable adjustments in addition to normal arrangements for all children.
- When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss transition needs of all children with Statements of SEND or an Education Health and Care Plans at their statutory Annual Reviews and SEND support meetings.
- For children with an Education Health & Care Plan in transition years, the SENCO will also attend any Annual Reviews and SEND support meetings for the children at their feeder school if invited.
- Liaison with Secondary schools takes place
- If it is the case a child should move to a special school the SENCO will arrange for transition meetings for parents/carers to meet staff and familiarise themselves with the new school as well as further meetings/visits for the child.
- Necessary information will be shared with the new provider to ensure the transition is as smooth as possible

EXTERNAL AGENICES

Ribchester St Wilfrid's work closely with other agencies to focus on the identification and provision for those children who have a special educational need. Liaison takes place with the following agencies:

- Educational Psychologist
- Occupational Therapy
- Speech and Language Therapy
- SEND Traded Teaching and Learning Consultants
- Paediatric Consultants
- School Nurse

PARENT PARTNERSHIP

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school. The school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking.

We hold two Parents Evenings a year where parents can meet with their child's class teacher. An end of year report is sent out to parents to inform them of progress made and the next, target steps forward. The parents of children with EHC Plans are invited to the Annual Review meeting, along with their child. Parents with children on the SEN register are invited into school on a termly basis to review their child's progress towards their Support Plan targets and to be involved in the setting of new targets. The child is also involved in these meetings.

TRAINING

The Governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENCP.

The SENCO will keep fully up to date about SEN issues through attendance at training and cluster meetings. In addition, the SENCO will develop skills through attendance at specialist training meetings, discussions with outside specialists, reading, the Internet and subscription to professional bodies.

Teaching and non-teaching staff will be kept up to date informally by the SENCO as necessary. If a member of staff particularly wishes to pursue an area of SEN they will approach the SENCO. The SENCO and Head teacher will keep a record of all SEN training delivered and subsequent evaluations.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored in individual folders which are stored securely in the head teacher's office. SEN records will be passed on to a child's next setting when he or she leaves Ribchester St Wilfrid's. The school has a Confidentiality policy which applies to all written pupil records.

ROLES AND RESPONSIBILITIES

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Ribchester St Wilfrid's this role is undertaken by Christina Smith, who will

meet regularly with the SENCO. The roles of governing body are set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 year, Statutory Guidance 2014.

The SENCO will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO will identify areas for development in special educational needs and contribute to the school's development plan.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- 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 teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

ADMISSIONS

Pupils with special educational needs will be admitted to Ribchester St Wilfrid's C of E Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact 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.

ACCESS FOR DISABLED

To ensure access for pupils or parents with disabilities, the school has made certain that physical access to the building meets all requirements for children presently on roll. Physical access via doors and corridors meets all requirements for any person using a wheelchair. Changing facilities and toilet are all within recommended guidelines.

TRAINING AND RESOURCES

At Ribchester St Wilfrid's, SEND funding is reviewed annually. The budget allocated is used to provide teaching, special support assistants and materials. Training needs will be identified on an on-going basis as well as through performance management/ appraisal meetings.

REVIEWING THE POLICY

This policy will be reviewed on an annual basis. Review of the policy will take into account:

- The progress made by students with SEND in school;
- The success of the school at including students with SEND;
- Any recommendations from OFSTED or the LA about improving practice;
- Any factual changes.

BULLYING

The school's Anti-Bullying Policy is available from the school website.

COMPLAINTS

If a parent of a pupil with SEND is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or SENCO.

Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity.