

Special Educational Needs and Disabilities Policy



Rationale

As a Church of England primary school, which actively seeks to support the physical, emotional and spiritual development of all our pupils, we believe that all children should have life-long access to high quality education and have equal rights of access to the curriculum and to membership of the school community. We adopt an approach which identifies and addresses individual strengths and areas for development in a positive, supportive and non-discriminatory manner. We believe that inclusive education is an effective way to combat discriminatory attitudes, and support additional needs. It can contribute towards the creation of welcoming and inclusive communities; as well as ensuring children are meeting their potential.

Definition of Special Educational Needs and Disabilities (SEND)

A child has a Special Educational Need and Disability if they have an additional need which calls for special educational provision to be made for them, in any of these four areas:

- Cognition and learning difficulties- difficulties in thinking processes and understanding the world. Difficulties in acquiring skills and dealing with abstract ideas.
- Communication and interaction- difficulties in talking to, listening, responding, understanding and playing with other children and adults.
- Behavioural, Emotional and Mental Health- difficulties in expressing or understanding feelings, negotiating and solving problems in different situations, as well as handling changes to routines.
- Sensory and/or physical needs- how a child responds to their environment and learning using their senses and any diagnosed issues. St Johns and St Clements has a Hearing Impaired Resource Base funded by Southwark.

Aims and Objectives

The governing body and school leaders, with support and guidance from the Assistant Heads for Inclusion (Emma Forrest and Alli Crank), ensure that all children have appropriate access to the curriculum whatever their special educational needs. We strive for an inclusive school in order to

- enable teachers, support staff and members of the non-teaching staff to meet the needs of all children
- identify children with Special Educational Needs and Disabilities as early as possible
- ensure access and the effective use of resources
- plan and provide strategies for children with Special Educational Needs and Disabilities
- be aware of, and to liaise with external agencies
- involve parents in the support of their child's development including all areas of progress or need
- ensure that appropriate information on each child on the SEND register, is shared to enhance and inform teaching and learning
- ensure that there is effective strategic use of staff and resources which reflects the changing and on-going needs of each individual child.

Admission arrangements in Reception

There are three categories of places at St John's and St Clement's Primary School

- Places for Hearing Impaired Pupils
- Foundation Places
- Open Places

The school is resourced for Hearing Impairment and two places are reserved each year for pupils who are known to the Hearing Support Service of the London Borough of Southwark as children who would benefit from attending this school. Parents of Hearing Impaired children who do not have a statement of special need

should attach supporting documentation from a doctor, social worker or other appropriate professional to their Common Application Form. Parents of Hearing Impaired children who do have a statement of special need should complete section 4 of the Common Application Form.

If these two hearing impaired places are not taken up by 31 May of the year before admission, they will become additional open places for that year. If more than two hearing impaired children request places, then the two places will be allocated after taking advice from the Southwark Hearing Support Service.

In addition both the foundation places and open places include admissions criteria for children with known medical or social needs for whom this is the most appropriate school. Written supporting evidence must be attached to the Common Application Form at the time of application stating why this is the most suitable school for the child, from a relevant professional, such as a paediatrician, social worker or educational psychologist.

For further details please see admissions policy.

Special Educational Needs and Disabilities Resources

Resources for hearing impaired pupils:

St John's and St Clement's is the resourced school for pupils with hearing impairment in Southwark. Two part time specialist Teachers of the Deaf and a hearing support assistant (part time 2.5 days per week) are based at the school. The Hearing Impaired Resource Base provides specialist equipment and facilities, for hearing impaired pupils and their families. Hearing impaired pupils are on roll in mainstream classes and receive support in class, individually and in small groups as detailed on their statements. The Teacher of the Deaf provides expert advice and support for hearing impaired pupils, their learning support assistants (LSAs), class teachers and families.

Resources for pupils with other special educational needs and disabilities :

Assistant Heads for Inclusion/SENCOs (Emma Forrest & Alli Crank - SENCO) leads the inclusion staff team. This team includes staff who provide pastoral care, specific needs support and targeted intervention teaching in order that all children receive a broad and balanced curriculum. Resources are allocated according to individual need.

Financial resources

Financial allocation for SEND is spent towards the following areas:

- Assistant Heads for Inclusion
- Specialist SEN support teaching
- Learning support assistant hours (LSA)
- External expertise / advice including educational psychologist and speech and language therapy
- Resources and consumable stock

Identification and assessment and review procedures

The identification of children with SEND is built into the schools overall approach to monitoring the progress and development of all pupils. We use a range of strategies including:

- If a child is not making expected progress concerns are raised with the Assistant Heads - Inclusion. The child will be observed and assessed, using assessment tools and the involvement of other professionals where needed.
- We talk to the child, teacher and parent about the child's learning, strengths and needs, and plan provision accordingly
- Parents will be fully involved.

At the start and throughout this process parents are kept involved and updated.

Termly pupil progress meetings with class teachers, support staff and senior managers track and monitor each individual child. Concerns for any barriers to learning including academic, physical or socially are considered within this meeting. Provision is adapted and reviewed regularly depending on the need or progress of

individual pupils. All children who experience difficulties in learning will be identified and assessed in accordance with legislative requirements and guidance.

Where needed, some children may be provided with a Delivery Plan (DP) to support their learning. This constructed in collaboration with the class teacher, SENCO and support staff at the beginning to the year. This DP is reviewed termly and shared with parents.

In the Foundation Stage

- Staff within the foundation stage who work day-to-day with the children will identify that a child has possible SEND. Together with the SENCO they provide catch up interventions that are additional to or different from those provided as part of the setting's usual arrangements. Provision will be put in place to support the child and this will be reviewed regularly and shared with parents.
- **At the stage of SEN support** the staff who work day-to-day with the child and the SENCO are provided with advice or support from outside specialists. Alternative strategies, adapted activities or personalised timetables will be provided where appropriate to those SEN support children if needed.. Provision will be put in place and shared with parents.

In Key Stages 1 and 2

- **SEN Support** the SENCO and class teacher, in consultation with parents liaise with specialist external support and are provided with advice or support. Agencies the school frequently consults include: Educational Psychologist, Occupational Therapist, ASD Team, SALT, CAMHS, Behaviour Support (Pupil Referral Unit at Summer House). Additional or different strategies to those at *School Action* are put in place and an IEP will be devised. The SENCO will take the lead in any further assessment of the child, planning future interventions for the child in discussion with colleagues and parents, and monitoring and reviewing the action taken.
- **Statement of Educational Needs/EHCP** (Education Healthcare Plans) Pupils whose needs have been assessed by the LA SEN panel as very significant, maybe issued with a statement or EHCP from the LA SEN panel which records the resources and support necessary to enable the child to access the curriculum. Funding to support these pupils is allocated to the school in its budget. The school receives extra funds for a very small number of pupils who require very high levels of support. The request for this assessment is made to the LA SEN panel on an EHCP application form which is completed by the SENCO, with support from specialist SEND professionals, parents and class teacher and which gives a detailed description of the child's progression through the levels of support, together with evidence to support the request. Parents have the right to request the initiation of a statutory assessment. To do this they need to contact Southwark Special Needs Department.

Arrangements for considering a complaint about SEND provision within the school

If a parent has a complaint s/he should see the class teacher and the SENCO. If the problem cannot be resolved, then s/he should make an appointment to discuss this with the Headteacher. If a solution is still not found, then a complaint should be made via the school's complaint procedure. Advice may be sought from Southwark Special Needs Department.

Arrangements made for partnership with parents

Provision is made throughout our special educational needs procedure for the active involvement of parents. Their views and ideas are sought in the structuring of DPs and we encourage parents to work with their children at home on learning targets.

Inclusion of pupils with special educational needs

All pupils are on roll in a mainstream class with their chronological peers. Respect for each person whatever their gifts or needs is central to the ethos of our school, and pupils are encouraged to value differences and support each other's needs.

Pupils usually receive support at SEN support level within the classroom, although some catch-up programmes are in small groups in other places in the school. Some withdrawal support is considered appropriate for some individual pupils in order to help them to develop and practise the skills they need to access the curriculum in

class. Pupils with a statement of educational need are usually supported in class and in small groups for maths, literacy and identified support for practical work in science and technology etc.

Pupils from Year 4 upwards are grouped in ability sets for maths. This enables all pupils to be taught at a level appropriate to their needs. We work to ensure that pupils with physical, behavioural or communication needs are enabled to join in as fully as possible with PE, playtimes, lunchtimes, collective worship and school trips and outings. There are strategies to ensure that these children are fully catered for in an emergency evacuation of the building.

All school adults are encouraged to be aware of the needs of hearing impaired pupils at all times. All classrooms have been acoustically treated and FM systems are used to maximise their ability to participate in classes and assemblies.

Arrangements for staff training

Staff regularly receive in-service training on a wide range of different pupil needs including hearing impairment and supporting deaf children in our school. Classroom assistants and LSAs receive training from the SENCO in the support of SEN pupils. In addition, INSET on specific SEN needs is delivered in accordance with the needs of the current children. An LSA has been trained to deliver programmes to support pupils with dyslexic type needs. Two additional support staff have been trained in targeted reading support. Staff are trained to support pupils as new needs present, these including medical needs.

Policy in action

The process and procedures which will be used to implement this policy will be in accordance with statutory guidance and agreed established practice whilst remaining aware of new initiatives and developments. We will continually review and seek to improve practice in all areas which impact upon children with special educational needs. We will continue to provide advice and guidance on issues and documentation in relation to special needs. This will include: -

- processes, criteria and procedures related to identification assessment and provision;
- criteria in relation to statutory assessment;
- difficulties which children experience in their learning;
- strategies to manage learning and behaviour (including the training available);
- special education provision available including admissions criteria and funding mechanisms;
- the Council's responsibility towards the education of Looked After Children;
- information children and parents need to make informed decisions.