



St. Mary's Church of England Primary School

Special Educational Needs Policy

A bruised reed he shall not break, and a faintly burning wick he will not quench; he will faithfully bring forth justice. Isaiah 42:3

1. Definition

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made. Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools.

SEND Code of Practice 2014 outlines that children have a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of other children the same age,
- b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (section 20 Children and Families Act 2014)

2. Aims

- To identify a child with SEN as early as possible.
- To involve parents and children in all aspects of education and in particular in decision making.
- To build and communicate a coherent whole school vision for SEN which helps to develop a positive inclusive ethos.
- We aim to ensure that there is a culture and ethos at St Mary's where SEN pupils achieve success and become engaged in their own learning.
- We endeavour to demonstrate and articulate high expectations for SEN pupils and set stretching targets.
- Our aim is to promote the development of a personalised learning culture for SEN pupils.
- Set realistic but challenging goals and targets for SEN with the class teachers, which improve and sustain high standards in SEN pupil achievement and wellbeing.

3. Provision for children with Special Educational Needs

The school provides a caring and supportive environment in which all pupils are valued and are given opportunity to develop their full potential. A broad and balanced curriculum is provided with suitable learning challenges identified to address children's diverse learning needs. The school supports the implementation of flexible learning curriculum pathways to remove barriers to achievement. Pupils with special educational needs are identified and assessed at the earliest opportunity and provision made according to the SEND Code of

Practice 2014. The type and level of provision depends on the individual needs of the child. The school monitors, evaluates and reviews the teaching, learning and support SEN pupils receive, and recommends strategies to remove barriers to achievement. The use of new resources is promoted to enhance and extend the learning experiences of SEN pupils. Lessons are differentiated to allow all pupils to access the curriculum, plus classrooms and activities are organised to support children with SEN by such strategies as peer tutoring, appropriate oral language and instructions, support from teaching assistants and parents.

4. Identification of children with SEN

Identification of specific learning needs at the earliest point and making effective provision, improves long-term outcomes for the child. The school will undertake regular assessments of progress for all children and seek to identify any child making less than expected progress given their age and individual circumstances. Where progress continues to be less than expected the class teacher, working with the SENCO, will assess whether the child has SEND. Using the City of York SEND Banding Thresholds, the area and level of need will be identified. The four areas of need as outlined in the SEND Code of Practice 2014 are:

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

Children having special needs will be placed on the school's SEND Register. The level of banding is as follows:

Band 1 - This is the first step on the school's SEN register. It means the school has identified a pupil who has additional needs and requires support which is additional to or different from their peers. The teacher writes an Individual Education Plan (IEP - Appendix 1) for the pupil and it is shared with the pupil's family. This plan contains up to 3 targets to ensure the pupil makes progress. The IEP is assessed, monitored and reviewed termly in consultation with parents. The pupil may be involved in a time limited intervention.

Band 2 - This is the second step on the school's SEN register. It encompasses the provision listed above, but school would also involve the advice and possible support from an outside professional such as a speech and language therapist or educational psychologist. A pupil will have support from an additional adult in school, up to 15 hours per week.

Band 3 - This is the third step and involves the provision listed above. In addition, the school will have identified that the pupil requires more than 15 hours of adult support per week and will make a request to the local authority for an Education Health Care Plan (EHCP), via a My Support Plan (MSP). The EHCP will specify an amount of funding available to the pupil.

Band 4 - This fourth step is for a child with an EHCP whose level of funding from the local authority is more than that provided at a band 3. This pupil will need a high level of support.

Band 5 - This fifth step is where a child would be if they hold a place in a special school.

Band 6 - This sixth step is for a pupil who is educated at specialist provision outside the local authority in which they live.

5. Education Health Care Plan

The Local Authority is responsible for the determination of an Education Health and Care Plan, which is subject to annual review. This plan focuses on outcomes and the achievement of these outcomes as a collaboration between Education and Health services. We will also make the arrangements for the Annual Review Meeting to be held at the designated time.

6. Responsibility for the implementation of the policy

The school has a designated Governor and SENCO who is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- teaching groups and individuals with SEN
- liaison with and advising fellow teachers
- working with school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- overseeing the progress and records of all children with SEN
- maintaining a range of resources and teaching materials to enable appropriate provision to be made
- liaison with and being a key point of contact with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies
- keeping informed of current developments with special education through continued professional development
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- contributing to the in-service training of staff

Headteacher: Mr Steve Jones

Chair of Governors: Mr. Peter Cannings

Date: October 2017

APPENDIX 1: Individual Education Plan

ST. MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL

PERSONALISED PLAN

Pupil's Name:	D.O.B.	Year:	School Year:
Broad areas of need: Communication and interaction: SLCN / ASD Cognition and Learning: MLD / SLD / PMLD / SpLD Social, emotional and mental health difficulties: SEMH Sensory and/or physical needs: VI / HI / MSI / PD			
Any Specific Difficulty:	Other Agencies Involved:	School Action	
Autumn Term Specific Objectives:	Arrangements / Resources:	Evaluation / Outcome:	
Parent Interview Review Dates:	Parent / Child Comments:	School Action	
Spring Term Specific Objectives:	Arrangements / Resources:	Evaluation / Outcome:	
Parent Interview Review Dates:	Parent / Child Comments:	School Action	
Summer Term Specific Objectives:	Arrangements / Resources:	Evaluation / Outcome:	
Parent Interview Review Dates:	Parent / Child Comments:	School Action	