

# Arnot St Mary



## Special Educational Needs Policy

Reviewed March 2020

## Mission Statement

*"We welcome all children to love, learn and grow in our faith. Arnot St Mary is a family with Christian values shining brightly at the heart of our community."*

## Policy for Special Educational Needs and Disability

This policy complies with the 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)
- ❖ Children and Families Act (2014): Section 69
- ❖ Schools SEN Information Report Regulations (2014)

## Consultation

The revision of the previous policy was undertaken after consultation with members of the Arnot St Mary Senior Management Team.

At Arnot St. Mary C of E Primary, it is our belief that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We provide a broad, balanced and creative curriculum for all children. All children benefit from “Quality First Teaching”: this means that teachers expect to assess, plan and teach children at the level which allows them to make progress with their learning. The National Curriculum is the starting point for our planning in order to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

## What are Special Educational Needs?

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

## 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 (SEP) 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.

### **Definition of Special Educational Needs** (Code of Practice P6)

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.
- c) are under compulsory school age and fall within this definition at a) or b) above, or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Inclusion**

The vast majority of children with special educational needs are now provided for within mainstream schools. As an inclusive school, Arnot St Mary's ethos and Admissions Policy reflects our support and commitment towards this. We aim to have:

- ❖ A broad and balanced curriculum that can be accessed by all pupils.
- ❖ Systems for early identification of barriers to learning and participation.
- ❖ High expectations and suitable targets for all children.

### **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.
- ❖ Ensure 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 (SEP) 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 special schools and 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**

Speech, Language and Communication difficulties and ASD

- ❖ **Cognition and learning**

Moderate Learning Difficulties, Severe Learning Difficulties and Specific Learning Difficulties

- ❖ **Social, emotional and mental health difficulties**

ADHD and emotional difficulties

- ❖ **Sensory and/or Physical Needs**

Visually impairment, hearing impairment, physical disability or multi-sensory impairment

### Roles and Responsibilities

#### The Head Teacher, SLT and Governing Body

- ❖ Championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body
- ❖ Being familiar with key legalisation
- ❖ Ensuring that the progress of vulnerable groups is carefully tracked
- ❖ The SENCO's professional development in SEN (SENCO has already achieved the accreditation for SENCO)
- ❖ Attending training in relation to SEND
- ❖ Staff meeting time to discuss SEN issues
- ❖ Ensuring they have an understanding of the role of the SENCO and how the pupils are sorted
- ❖ Developing an awareness of the types of SEN present within the school cohort

- ❖ Staff are supported when dealing with pupils with SEN
- ❖ The correct legal procedures for referral and then statementing process are carried out
- ❖ All aspects of school SEN provision is reported to the Governing Body
- ❖ Liaising with parents/carers of the children with SEN if the SENCO is unavailable
- ❖ Reviewing and monitoring the effectiveness of the SEND policy
- ❖ Meeting regularly with the SENCO and visiting classrooms
- ❖ Implementing school-based assessment as appropriate
- ❖ Building the schools capacity for developing an inclusive approach particularly to learning and teaching

**The SEN Governor at Arnot St. Mary C of E Primary is Craig Jarvis. He can be contacted via the Head Teacher or the chair of governors.**

**The SENCO is responsible for:**

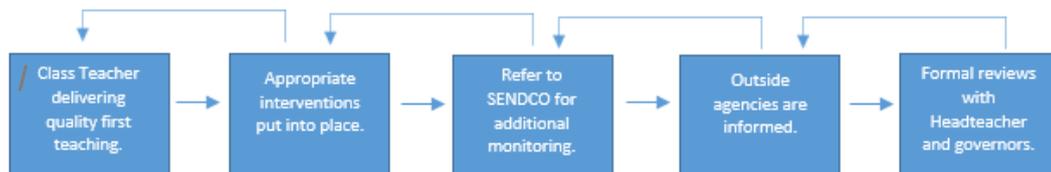
- ❖ The day to day operation of the school SEND policy
- ❖ Updating the SEN policy with necessary changes
- ❖ Co-ordinating the provision for and managing responses to children's special educational needs
- ❖ Supporting and advising colleagues
- ❖ Maintaining the school SEN register and overseeing the records on all the pupils with SEN
- ❖ Completing the documentation required by outside agencies
- ❖ Liaising with parents/guardians
- ❖ Liaising with external agencies, other support agencies and LA
- ❖ Liaising with students regarding their SEN
- ❖ Ensuring that one page profiles and provision maps are in place as working documents and are regularly reviewed
- ❖ Contributing to whole school CPD/training including the induction of new staff
- ❖ Making early indication a priority
- ❖ Supporting the Head Teacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school SEND policy, SEN provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan
- ❖ Reporting regularly to the Governing body
- ❖ Ensuring smooth transition across key stages and phrases

**The SENCO at Arnot St. Mary C of E Primary is Mrs G Court. She can be contacted directly at school on 0151 286 1400 or via email on [gcourt@arnotstmary.com](mailto:gcourt@arnotstmary.com)**

**The class teachers are responsible for:**

- ❖ Assessing the progress of pupils with SEN
- ❖ Coordinating and managing the work of teaching assistants
- ❖ Working in partnership with the SENCO and parents in collecting and recording information about a pupil in determining the action to be taken
- ❖ Planning, writing and delivering one page profiles at all stages

- ❖ Ensuring the one page profiles and provision maps are reviewed at the agreed interval, making an effort to involve parents, TAs and SENCO
- ❖ Sharing targets and relevant information with classroom assistants and TA's where they support the child (this may include giving them copies of targets and one page profiles)
- ❖ Ensuring smooth transition across key stages and phases



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 SEND. They work together with the SENDCO to formulate provision and review progress and impact. They maintain a class SEND file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

### Admissions

Pupils with special educational needs will be admitted to Arnot St Mary C of E Primary in line with the school's admissions policy. The school meets with the statutory requirements of the Children and Families Act 2014 and the Equality Act 2010.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. For any student who needs require additional support during internal annual transition suitable support will be put into place. On transfer to secondary school the SENDCO will meet with the SENDCO of the receiving school to discuss SEND records and the needs of the individual pupils.

### 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 (SEND) and may have an 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's policy on medical needs can be found on our school website.

### Accessibility

The Disability Discrimination Act (1995), as amended in 2005, placed a duty on all schools and LAs to implement and review, every three years, the accessibility of schools for pupils with disabilities. Windmill Hill Primary publishes its accessibility plans, which can be found on our school website. This therefore allows those with disabilities to be as fully included as other SEND students.

### Complaints

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 SENDCO.
- ❖ Should the problem be with the SENDCO, contact the Headteacher.
- ❖ 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 SEND Governor, who will inform the Chair of Governors, School Adviser, or the LA SEND Adviser as appropriate.

**Revised and adopted by the Governing Body**

**Date: March 2020**

**To be reviewed annually or in line with any change in legislation or DFE guidance**