

**ST JAMES HATCHAM CE SCHOOL**



**SPECIAL  
EDUCATIONAL  
NEEDS  
And DISABILITIES  
POLICY**

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September 2016

# To be reviewed annually

## ST JAMES HATCHAM CE SCHOOL

### Special Educational Needs and Disabilities Policy

#### Introduction

At St James Hatcham, teachers are expected to support children whose needs differ from those of the majority in accessing a broad and balanced curriculum. A child is deemed to have special educational needs when they are seen to have **significantly** greater difficulty in learning than the majority of their age group, or have a disability or health condition which **significantly** hinders their use of educational facilities. When such difficulties or disabilities **persistently** demand the planning of educational provision additional to or different from that of the rest of the class, the child is placed on the Special Needs and Disabilities Profile. This is a confidential list of children for whom extra support may be necessary and whose progress will be monitored by the class teacher and Inclusion Manager.

We recognise that many children may require individualised 'special' educational arrangements for short periods of their time at school, while others have difficulties which will demand special arrangements throughout their school careers. **Children will be placed on the SEND list only when their difficulties persist despite the class teacher's efforts to adapt their class provision through differentiated and personalised learning to address concerns over learning, or where there is already a diagnosis of a specific special need or disability from an outside agency or previous school.**

#### Aims and Objectives

We aim to for all children – including those with SEND – to achieve their best and develop to become increasingly confident individuals in an inclusive learning environment. Our objectives are to:

- Identify and provide for children with SEND and additional needs as early as possible.
- Provide access to the whole curriculum for these children so that they can achieve their full potential.
- Operate a 'whole pupil, whole school' approach to the management and provision of support for children with SEND and provide a structure which defines the roles and responsibilities of all staff.
- Work in partnership with parents/guardians to make informed decisions and maximise outcomes for children with SEND.

- Use the available resources effectively to achieve maximum impact on pupil outcomes.

## **Identifying SEND**

Indications that a child **may** have a SEND are that a child is making less than expected progress. The 0-25 SEND Code of Practice ( 2014 ) defines this as progress that:

- 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

While for some children, SEND can be identified at birth or at an early age, some difficulties only become apparent as children grow.

The 0-25 SEND Code of Practice describes 4 broad categories of SEND:

### Communication and Interaction

This includes Speech and Language difficulties and Autism Spectrum Disorder (ASD). These difficulties may be mild or more severe and impact to varying degrees on a child's ability to communicate, understand and interact socially with others.

### Cognition and Learning

Children with learning difficulties learn at a slower pace than other children and may have greater difficulty than their peers acquiring basic skills and concepts. They may also have a Speech and Language difficulty. Specific Learning Difficulties (SpLD) reflect a diagnosed specific difficulty in an area of learning – usually when there is a significant difference between achievement in a certain area and general intellectual ability. Specific Learning Difficulties include Dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with maths), dyspraxia ( difficulties with co-ordination ) and dysgraphia ( difficulties with writing ).

### Social, Mental and Emotional Health

A wide range of mental health problems exist, which does not mean that behaviour as a factor in isolation is a criteria for SEND. However persistent behavioural difficulties may have underlying causes. Examples of diagnosable conditions include Attention Deficit Hyperactive Disorder ( ADHD ), attachment disorder or anxiety disorder.

## Sensory and/or Physical

Sensory and/or physical difficulties can affect children across all ability ranges and can include visual impairment (VI ), hearing impairment (HI ) or multi-sensory impairment ( MSI ) which is a combination of both visual and auditory difficulties.

The four categories above broadly identify aspects of primary need for children. We identify the needs of pupils by considering the needs of the whole child, which include not just the SEND or the child.

## **Barriers to Learning**

There may be many barriers to a pupil's learning. 'Special Educational Needs and Disabilities' (SEND) is a clearly defined group of factors that impact negatively on a pupil's attainment and progress and should not be confused with other identified areas of vulnerability. A pupil's needs should be comprehensively assessed, to ensure that no underlying areas of SEND, which may be compounding the situation, have been overlooked. The following criteria in themselves are NOT considered to be SEND:

- EAL ( English as an Additional Language )
- Poor attendance and/or punctuality
- Receiving Free School Meal (FSM)
- Looked After Children (LAC)

Additionally, pupils described as being 'low attainers' should not automatically be included on the school's SEND Profile.

## **The Graduated Response to SEND**

The 0-25 SEND Code of Practice (2014) sets out a 4 part cycle in response to potential or actual SEND; assess, plan, do, review.

### **Assess**

If a child is not making adequate progress despite high quality class teaching and possible participation in relevant intervention groups offered by the school, a clear analysis of the child's difficulties will be made by the class teacher and the Inclusion Manager. We will seek the views of the parents/guardians as well as the child.

In some cases, external professionals from health or social services may already be involved with the child and/or family. These professionals should liaise with the school to help inform assessments.

If an external professional is not yet involved, we may suggest a referral to an outside agency to seek expert advice and recommendations to help a child progress

and reach their potential. All referrals are discussed with parents/guardians and all referrals require parental consent. ( Please refer to the External Support Services section on page 6 for a fuller explanation of the services available ).

If a diagnosis of a SEND is made, the pupil will be added to the school's Special Needs and Disabilities list.

Some children may have several complex and more severe difficulties or needs. These children may require an Education, Health and Care Plan (EHCP). Please refer to the relevant section on page 7 for more information about this.

### **Plan/Do**

The identified needs of the child are planned for by the class teacher and the Inclusion Manager in consultation with the child and the parent. This may involve including the child in targeted intervention groups with clear expectations and outcomes on attainment, progress, development or behaviour.

All teachers and support staff who work with the child are aware of the child's needs and appropriate teaching strategies or approaches that are required. The class teacher is responsible for planning and assessing the impact of interventions, as well as liaising closely with support or specialist staff, if interventions occur outside of the main classroom in a 1:1 or small group setting. The Inclusion Manager will support the class teacher in advising and implementing additional SEND support.

### **Review**

The impact of the support provided is reviewed within an agreed time frame, and along with the views of the pupil and their parent/guardian, is fed back into the analysis of the pupil's needs. The class teacher and the Inclusion Manager will revise the support in light of the pupil's progress and development and decide on any changes and/or revised outcomes taking both parents' and children's views into account.

### **Managing the Provision for Children with SEND**

Arrangements for children with Special Educational Needs and Disabilities are initially met by their class teachers through the curriculum planning process. The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs or Disabilities, the school will, in a first instance, make full use of the classroom and school resources before drawing on external support.

Within the classroom, curriculum tasks may be adapted to allow children with SEND to achieve success. Children requiring support that is additional to or different from their peers may be taught for short periods outside the classroom, where small group or individual teaching of specific skills is required. We make every effort to

ensure that when children are being withdrawn from their class for additional to or different from support, it does not affect their access to the whole curriculum.

The provision for children with SEND that is different from or additional to high quality class teaching is recorded on a provision map with clear outcomes or targets to be achieved within a given time frame. Normally this will be a school term, but may be reviewed more frequently. It is the responsibility of the class teacher to ensure that provision maps are kept up to date and these will feed into termly Pupil Progress Meetings with the class teacher, Head Teacher and Inclusion Manager. Children with a Statement of Special Educational Needs or Education, Health and Care Plan (EHCP) may have their targets recorded on an Individual Provision Map as their outcomes may differ significantly from the rest of their cohort. These targets are agreed with parents and pupils.

The school offers a range of interventions (both in-house and through the support of external agencies) according to the 4 categories of SEND previously described, that matches the needs of the children as closely as possible. This level of support is provided through the school's budget. For a full list of the interventions currently provided, please refer to the 'Local Offer' section on the school website. This list may be subject to change due to available staff and resources. It is the responsibility of the Inclusion Manager to maintain and update the school's 'Local Offer'.

In measuring the impact of interventions we will seek evidence that most children with Special Educational Needs and Disabilities have succeeded in meeting the majority of their targets set by the review dates.

Evidence may include:

- Pupil attainment and progress measures using school tracking systems
- Meeting outcome targets for additional to or different from interventions
- Samples of work
- Assessments by teachers and support staff
- Comments from parents / guardians / carers
- SATs Results (Years 2 / 6)
- Reports from outside agencies
- Reports from individual support teachers

The Head Teacher and the Inclusion Manager meet at least 3 times every half-term to discuss and review the progress of children with SEND or potential SEND. Additionally, Vulnerable Children and Families (VCAF) Meetings are held at least once a term involving the Head Teacher, Inclusion Manager and Learning Mentor to review the progress and support available to vulnerable children and families.

### **External Support Services**

There are termly visits by a member of the Educational Psychology and the Specific Learning Difficulties Teams both based at Kaleidoscope in Catford. If required,

advice can be sought from the Occupational Therapy and Sensory Impairment Teams.

Children may also be able to access Child and Adolescent Mental Health services, (CAMHS). We are able to access support and advice from the Autistic spectrum disorder Outreach workers based at Drumbeat School. We have the weekly support of a New Woodlands School outreach teacher to whom children can be referred for mentoring, to overcome emotional or behavioural barriers to learning. Referrals are also made to speech and language therapy in order to identify and assess difficulties and help class teachers, the Inclusion Manager and parents to suggest ways to meet the child's needs.

Parental consent is required for any referral and parents will be invited to meet with the professional involved at school in order to discuss their child and his/her needs.

We also work with Targeted Family Support Services and Family Pathways and offer counselling sessions for children through the Mary Dolly Foundation, a professional counselling service, at the school. For a full and regularly updated list of services, please refer to the 'Local Offer' on our school website.

### **Education, Health and Care Plans ( EHCPs )**

The Local Authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care Plan that sets out your child's needs and all the special help he or she should have when it considers that your child's needs cannot reasonably be provided from within the resources normally available within the school. These resources include money, staff time and special equipment.

Currently, a successful application for an EHCP will release funding from the LA to the school to help meet the child's needs. The LA is developing plans to release funding to parents through a 'Personal Budget' in order to enable greater choice for parents on how the funds may best be used to support their child. The delivery of the 'Personal Budget' has -to date- not yet been finalised.

The legal test of when a child requires an EHCP remains the same as that for a Statement of Special Educational Needs. Therefore it is expected that all children who currently have a Statement of Special Educational Needs and who continue to need one, will be transferred to an EHCP within a 3 year time span.

### **Arrangements for Co-ordinating Educational Provision for Children with Special Educational Needs and Disabilities**

This is the responsibility of the Inclusion Manager, Ms Stephanie Rose, under the supervision of the Head Teacher, during regular Inclusion Meetings. Ms Rose has achieved the National Award for Special Educational Needs Coordination and is a qualified teacher. She is the line manager of the SEND Higher Level Teaching Assistant, the Learning Mentor and a team of Learning Support Assistants, who work

on a 1:1 basis with children who currently have a Statement of Special Educational Needs.

The Head Teacher is the designated Child Protection Officer for the school and the Inclusion Manager and the Learning Mentor are the Deputy Child Protection Officers.

### **Partnership with Parents**

The partnership between home and school is of crucial importance in meeting a child's special educational needs and parents' views are always valued at each stage. Parents/ Guardians are always welcome to make an appointment to talk about any concerns about their child with the class teacher or Inclusion Manager as appropriate. Where a concern is first expressed within school, parents/guardians will be invited to discuss the matter with the child's teacher. Parents and carers will also be informed of any concerns at parents' evenings, where the Inclusion Manager will also be available to talk to parents. We will ensure that our policy for SEND is available to parents from the school office and online on our school website.

### **Special facilities which increase or assist access to the school**

Most areas of the school have wheelchair access including a toilet. The main building is on one level. There are ramps to some external doors.

### **Allocation of Resources**

Delegated funds for children with statements are used exclusively for those children. Provision of additional staff support for children on the SEND profile will be mapped by the inclusion team on a term by term basis. We will endeavour to allocate these resources to produce the best impact on children's progress, while also giving greatest support where there is greatest need.

### **Arrangements for providing access to the Curriculum**

All curriculum policies will include guidelines on how the needs of children with Special Educational Needs and Disabilities are to be met.

### **Communication Difficulties and Autistic Spectrum Condition (ASC).**

The school will use visual resources in all classrooms to support the learning of children with communication difficulties, including ASC. A bank of copiable resources will be available for class teachers and support staff to adapt for use with individual children. Parents of children diagnosed with ASC will be encouraged to seek advice from the Speech and Language Therapist or Inclusion Manager and to attend parent support groups.

### **Integration Arrangements**

All children with Special Educational needs and disabilities are educated within their year group, but some are given extra support individually or in small groups for short periods in other areas of the school.

## **Complaints Procedure**

We hope that any complaints will be resolved quickly. The first port of call should be a discussion with the Inclusion Manager.

Parents/Guardians who wish to make a complaint about the provision made for their child should follow the school's normal complaints procedure.

## **Arrangements for Continuous Professional Development of Staff**

Ongoing training will look at current SEND provision in school and will plan for future SEND issues as they arise. Training may be provided by the LA or outside agencies or 'in house'. Staff development in the area of Special Needs is given a high priority in our school.

## **Links with other Schools**

Through careful advance planning and liaison, we aim to enable our children with SEND to make a smooth transition to secondary school. The Inclusion Manager attends a secondary transfer meeting with Inclusion Managers/SENCOs from the secondary schools receiving our Year 6 children in order that a direct handover of important information regarding children's needs can be made. Liaison with receiving schools is also provided by Lewisham's Secondary Transfer Officer, who will attend annual review meetings for children with statements in Year 5, to offer advice to parents on selection of secondary school placement. Sometimes, teachers from receiving secondary schools visit us during the latter part of the summer term in which the child is transferring. Children with communication difficulties are supported by staff to prepare a personal 'Passport' to introduce themselves and their specific needs to staff at their new school.

Records of children with Special Educational Needs and disabilities, as with all other records, are always passed on to a child's new school when requested. We request records of all children entering our school as casual admissions and, where possible, make telephone contact with previous schools, if a Special Need is indicated. The Inclusion Manager will attend transition meetings for children entering reception from other settings, when we are notified of a serious SEND. Where possible, transition visits to reception class are arranged with nursery staff and/ or parents.

## **Links with other Organisations**

We liaise with the school Health Authority, Social Services and Education Welfare Services as appropriate. The Inclusion Manager can provide information about various relevant voluntary organisations to parents.

September 2016