

St James' Church of England Primary School

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ADDITIONAL NEEDS POLICY

*Learn, laugh and live with the love of
God*

Presented to Governors:

Review date due:

Signed _____ Chair of Governors

_____ Head teacher

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POLICY

INTRODUCTION

'All teachers are teachers of children with Special Educational Needs and Disabilities (SEND). Teaching such children is a whole school responsibility'.

At St James' Primary School, we discharge this responsibility in the following ways:

- We believe that every pupil can learn and has a right to the opportunity to make progress whatever their difficulties.
- We believe that all pupils with needs are entitled to a broad and balanced curriculum, which is appropriately differentiated, carefully planned and sensitively implemented.
- We are committed to seeking practical and effective solutions to the difficulties pupils may experience.
- We will seek to identify any difficulties as early as possible and employ appropriate strategies to support teaching and learning.
- We understand the important role that parents play in supporting their child's education and welcome them into the school. Collaboration with parents is essential.
- We follow the stages of intervention, as set out in the new Code of Practice so that resources can be appropriately allocated and applied for. This will involve accurate observations, regular monitoring and review of progress.
- We value the importance of specialist advice and will ensure that the children have equal access to these services. Equally important is the training of all staff in Special Needs issues.
- We understand the importance of the pupils' views and we take this into account when planning to meet their needs.
- We are committed to ensuring all areas of the curriculum and the school's physical environment accessible to all pupils.

1. Our Accessibility Plan outlines how we do this. Our provision complies with the requirements of the 2002 Disability and Discrimination Act.
2. Our Admissions Policy is clearly signposted on our website.
3. The Borough admissions process is clearly signposted on our website.
4. Our Admissions Form enables us to capture any and all relevant information, which is then passed on to the Inclusion Manager.

ADMISSIONS

All pupils have an equal entitlement to inclusion in our school. Our school admissions process² is in line with the St Helens Admission Policy³. We endeavour to accommodate all pupils at our school, but we do not have any specifically resourced units on site.

Our admissions team works closely with our Inclusion Manager⁴. Upon admission, all relevant information regarding a pupil is passed on in order to allocate resources, and/or to contact the relevant support services.

ROLES AND RESPONSIBILITIES

The Role of the Inclusion Manager

The Inclusion Manager at St James' Primary is Mrs Andrea Conant, who also carries out the role of Intervention teacher. The duties of this role, in line with the revised Code of Practice, are as follows:

- To maintain and monitor the SEND register; day to day operation of the school's Inclusion Policy, and overseeing the records of all pupils with SEND.

- To line manage support staff and teachers with respect to the implementation of the Inclusion Policy, and co-ordinating timetables for support staff, working closely with teachers to achieve the best outcomes for the children.
- To support, advise and liaise with colleagues.
- To co-ordinate inclusion and to model best practice.
- To work in partnership with parents of pupils with SEND.
- To seek specialist advice from a variety of outside agencies, ensuring this advice is acted upon.
- To attend Locality meetings and appropriate professional development courses, ensuring that learning is subsequently shared with all staff.
- To support staff to undertake specific professional development related to pupils with SEND.
- To keep up to date with current thinking and issues for SEND, and ensuring that these ideas are put into practice.
- To liaise with the Inclusion Link Governor (Gill Haydock).
- To support transition between phases.
- To arrange review meetings and ensure appropriate records are kept.

The Role of the Learning Support Assistants

Working in partnership with class teachers, and under the guidance of the Inclusion Manager, the role of Learning Support Assistants is:

- Reviewing, interacting with and implementing teachers' planning.
- Teaching the pupils in a supporting role.
- Assessing particular pupils
- Keep evaluations of all interventions/activities.
- Provide feedback and work in collaboration with class teacher, SENCO and other support workers (written and verbal).
- To be aware of other pupils' behaviours and needs when supporting and working with a class or group of pupils.
- To maintain high professional standards at all times.
- To maintain confidentiality.

The Role of the Class Teacher

Teaching and learning of all pupils is the responsibility of the class teacher. It is the teacher's responsibility to ensure that pupils with special educational needs are able to access the curriculum, with the appropriate support from the SEN department. Specifically, teachers will work to:

- Identify special educational needs through assessment and monitoring of pupils progress.
- With guidance from the SENCO, write Individual Education Plans (IEPs) for pupils on the SEND register at School Action Plus. Specialists are consulted regarding IEP targets, and parents will also be involved.
- Take account of these targets when planning, and keep them under constant review.
- Ensure that other adults working with the pupils contribute to this on-going assessment and review and annotate the IEPs.
- Ensure that pupils contribute to the setting of targets, are aware of them, and are able to monitor progress against them.
- Attend termly meetings with parents to review targets set.
- Adopt a range of teaching strategies, learning styles and classroom management techniques, with support from the SENCO and from various specialists, to ensure that teaching and learning is effective.
- Direct the day to day work of LSAs.

WORKING IN PARTNERSHIP WITH EXTERNAL SUPPORT AGENCIES

At St James' Primary School, we recognise the importance of fostering good relationships with outside agencies. These established connections are paramount to effective inclusion, through a multi-professional approach. It is the role of the SENCO to maintain contact with these agencies and to make appropriate referrals as necessary. Furthermore, the SENCO will ensure that advice is acted upon and shared with all those involved. Equally important is the review process to update and follow up any intervention.

Details of External Support Agencies

1. The Educational Psychology Service runs a time allocation service. The SENCO meets for termly planning sessions with the named Educational Psychologist, where either individual students are referred to the service or consultations are held with teachers, support staff or parents.
2. Pupils with Speech/Communication and Language difficulties are referred to the Speech and Language Therapy Service. The school has also taken advantage of the Speech Link Assessment Tool, resulting in our nurture teacher being able to deliver in-house intervention. She works closely with the SENCO and class teachers to plan for the needs of the pupils, and gives regular advice/strategies to staff.
3. The SENCO regularly attends Borough network meetings for SENCOs and feeds back any relevant information to the leadership team and in staff meetings.
4. Regular contact is maintained with the school nurse. Referrals can be made for sight and hearing along with the writing of Care Plans for pupils with medical needs. The school nurse updates training when needed for all school staff who work directly with pupils that may require specific support.
5. The school also has the benefit of an English Specialist Teacher who works closely with the SENCO to assess children with specific reading and writing concerns. The specialist teacher is instrumental in testing, analysing, planning and overseeing the provision for pupils with these difficulties.
6. Regular contact is made with the Children's Disability Team, where children can be referred and assessed for concerns over Language and Communication, Hearing Impairment and Autism.

WORKING IN PARTNERSHIP WITH PARENTS

St James' Primary School recognises that parents/carers have a vital role to play in supporting their children's education. We aim to involve parents in all aspects of a pupil's development and record any concerns they might have.

We involve parents in every stage of our SEN planning and provision. Partnership working is facilitated through termly meetings with parents whose children have high needs funding, and the class teacher/SENCO. At these meetings parents are given a copy of the pupil's IEP and any strengths and difficulties experienced within school are discussed and linked with strategies for support at home.

The SENCO and class teachers for pupils who are on School Action Plus will meet every term and discuss the progress of interventions. Parents are invited to take part in this process and to update staff regarding the progress their child is making at home.

Parents with children who receive High Needs Funding are invited to the Annual Review meeting. Things that have gone well for their child, as well as those areas that need developing, are discussed, and a report of the update is given to the Local Authority.

ASSESSMENT, INTERVENTION AND REVIEW PROCESSES

The identification, assessment and review of pupils with SEND are carried out in accordance with the Code of Practice (2014).

The identification process is an important part of a class teacher's work. Once a pupil has been identified to be experiencing learning difficulties, information gathering and assessment is crucial.

Information is gathered from a range of sources:

- Termly assessments
- Transfer and baseline assessments
- Samples of school work
- Teacher observations and progress tracking.
- Parental concerns.

We then use this information to make a planned intervention aimed at catering for the pupil's learning needs, and to improve their access to the curriculum.

In line with *The Code of Practice 2014*, for external purposes, we use the new category of pupils with **Special Educational Needs** to cover all pupils who need additional support.

However, to ensure that all our children with SEND have access to appropriate support, for internal tracking and monitoring purposes, we will continue to use the existing terms of School Action and School Action Plus to categorise and monitor the progress and complexity of pupils' needs.

How do we define and differentiate our support in order to meet the needs of all pupils with SEN?

Quality First Teaching

If a pupil is experiencing specific difficulties in areas of the curriculum, the class teacher will in the first instance differentiate work accordingly and monitor the pupil's progress carefully. If, however, despite differentiation, the pupil is still experiencing difficulties accessing the curriculum the teacher will consult the SENCO.

School Action

If, despite continued differentiation and close monitoring of progress, the pupil is still experiencing difficulties, then in consultation with parents, the SENCO, the class teacher and learning support staff, the pupil's support status will be flagged as School Action. This means that:

- The pupil's needs will be documented and kept on the school's Special Needs Register.
- Targets set by the class teacher will be noted; these targets are worked into the daily curriculum, and are made in consultation with SENCO, specialists and parents.
- Any extra booster group or interventions for that pupil will be noted on the school's provision map. These interventions are developed in consultation with the SENCO and the class teacher.

School Action Plus

A pupil's support status moves to this level after every effort has been made to support the pupil's learning within the expertise of the school. The SENCO will observe the pupil and update evidence of their learning needs, as well as make a detailed assessment of the efficacy of any interventions. It is important the pupil's parents are informed of the movement to School Action Plus and that permission is sought before outside agencies are involved. The SENCO is responsible for the appropriate referrals.

Once referrals have been made, the SENCO will consult with external professionals regarding assessment. Pupils will be given appropriate support within school, or via the further involvement from advisory teams.

Examples of interventions at this stage include:

- One to One/ group teaching
- Nurture groups
- Outside agency support
- Stepping Stones Skills Support

At the same time, the SENCO and Class Teacher will lead the production of an Individual Education Plan (IEP) for all pupils requiring this level of support. The IEP is managed in the following ways:

- The IEP is written collaboratively, and includes input from key stakeholders: parents, SENCO, class teacher and specialists.
- Records are kept by Class Teacher, Learning Support Staff and the SENCO.
- Reviews are three times yearly with Class Teacher, Learning support staff, SENCO and Parents.
- Parents are invited to the review meeting to discuss their child's progress.

SCHOOL REFERRAL FOR EDUCATION, HEALTH AND CARE (EHC) plan

Consideration for Statutory Assessment (the outcome of which might be an Education, Health and Care Plan)

For some children with complex needs even the wide range of services available in school is not enough to help them achieve their full potential. If your child is still not making progress, even with support from school, you can ask the local authority to assess him or her for an education, health and care (EHC) plan.

An EHC plan is a legal document which describes your child's needs. It sets out the education, health and care services needed to meet those needs and the type of educational place that would best suit your child. Your child could have a plan from birth to 25 if he or she stays in education, and the plan will change and develop as your child gets older.

The plan brings together in one place all the information we need to help us support your child. There can be a lot of organisation needed and the plan is a single clear guide to providing services to meet your child's individual needs.

If your child already has a statement or a learning difficulties assessment, then he or she will automatically get an EHC plan to replace it. The Local Authority will make the change at an appropriate time, for example when your child reaches Year 5 and is looking for a secondary school place.

By the time we will consider a pupil for a statutory assessment, there will be written evidence, which may include:

- The action that we have taken through the Code of Practice
- IEP's for the pupil
- Records of regular reviews and outcomes
- National Curriculum levels attained
- Attainments in English and Mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist
- Views of the pupil and parents
- Involvement of other professionals
- Any involvement by Social Services or Educational Welfare service
- The pupil's medical history (where relevant)

When an Education, Health and Care (EHC) Plan is issued, support is provided in school according to the targets and provision outlined within the document.

Review Process

Annual reviews for pupils with EHC plan are carried out in accordance with the revised Code of Practice. At St James' Primary School, we use this time to bring together all the professionals involved, as well as the parents/carers, to consider the progress the pupil has made over the previous twelve months. This group will also consider whether any amendments need to be made to the description of the pupil's needs, or the provisions of the EHC plan. The pupil's view is taken into account prior to the meeting. We will ensure that we make every effort to invite parents and all relevant professionals to this annual review. A review meeting might recommend amendments to an EHC plan:

- Significant new evidence has emerged which is not recorded on the ECH plan.
- Significant needs recorded on the EHC plan are no longer present.
- The pupil's needs have changed/new targets need to be set.
- The pupil changes schools, either at the point of transfer between phases, or when a pupil's needs would be appropriately met in a different setting.

For pupils who are in Year 5, the annual review is used as a means of declaring the secondary phase provision required. During the annual review, we record the views of any person involved with the pupil. The evidence received, and comments on the evidence, together with an account of the review meeting, form the basis of the report.

RECORDING AND MONITORING

Classroom Records

Each teacher keeps a copy of the terms of the IEPs for children in their class. These are retained in the SEN folder (provided by the SENCO), together with a class profile outlining those pupils who receive support through the SEND Code of Practice. Teachers also have a copy of the Class Additional Needs Register, which highlights pupils with different areas of SEND.

The Inclusion Administration

Individual files are kept for every pupil who receives support through the SEND Code of Practice in the Inclusion Manager's cabinet and. Relevant reports from outside agencies are also retained in files in the Inclusion cabinet .

Monitoring

The SENCO supports the development of all IEPs for pupils and ensures all targets are relevant. Class folders are also checked for recording and observations. On completion, written feedback is given and areas for improvement are outlined.

Strategic Planning (the Action Plan) and Target Setting

- The SENCO carries out an audit annually. The resultant Action Plan is used by the SENCO in liaison with the Head Teacher to identify targets for the coming year.
- This Action Plan, as part of the School Development Plan, is reviewed and revised by the SENCO on a termly basis. Any revision is shared with the Head Teacher. The action plan also includes a journal, which summarises action already taken; this forms the basis of the school's Self Evaluation Form.
- The policy is reviewed annually by the whole staff but is subject to termly review by the SENCO. The SENCO and Leadership Team ensure the Inclusion Policy permeates other policies.

- The SENCO liaises with the Link Governor for SEND on a regular basis to review the register and the provision for pupils on the register and to discuss the action plan. Any policy changes are discussed with the Link Governor.
- The SENCO evaluates practice and provision within the school on an on-going basis and analyses the register each term to decide upon priorities for the Action Plan for the coming term.
- The SENCO evaluates practice and provision through the monitoring of IEPs. Pupil progress is tracked through the robust implementation of the Code of Practice.
- The SENCO is part of the Management Team and will ensure SEN provision is highlighted at all times.

TRANSITION ARRANGMENTS

In-school Transition Management

At St James' Primary School, we carry out the transition process between key stages in line with the new Code of Practice. Within school, the transitions that we manage are as follows:

- From Nursery to Foundation Stage
- Foundation Stage to Key Stage 1
- Key Stage 1 to Key Stage 2

Transition programmes are also arranged to allow forthcoming class teachers to observe the pupil in the nursery setting. These programmes provide an opportunity for the pupil to familiarise themselves with their new environment. Parents are encouraged to attend so that any concerns can be discussed.

Primary to Secondary Phase Transition Management

We carry out Year 5 reviews in accordance with the LA procedures. As part of on-going good practice, the SENCO works very closely with pupils who may experience difficulties when transferring between Year 6 and secondary schools, and where appropriate, may arrange visits both prior to and subsequent to transitions.

The SENCO attends the annual Borough SEN Transition Day where primary and secondary SENCOs meet up to discuss pupils with SEND transferring from a primary to a secondary setting, and to ensure all relevant paperwork is passed on.

MEDICAL ISSUES

At St James' Primary School, we are aware that some pupils may have medical needs. In line with guidance from the LA, the school aims to meet these needs through detailed Health Care Plans. In addition, we have a detailed policy that outlines how we administer medicines at school. Whilst our school is not adapted to meet severe medical needs, every effort is made to overcome restraints imposed by the type of building. When we are made aware of a medical need, this is passed onto the SENCO by the admissions team. A HealthCare Plan is then drawn up (if required), with the help and guidance of the School Nurse and in consultation with parents.

SOCIAL INCLUSION STRATEGIES

At St James' Primary School, we aim to celebrate difference and diversity. We pride ourselves on the fact that everyone is made to feel welcome. There is mutual respect across the school for all involved in the school community.

We seek to remove all barriers to learning and strive to achieve access for all.

We utilise any outreach support to reduce the need for placements in other schools and offer participation in self-esteem and co-operation groups to support pupils with emotional and behavioural difficulties. As part of our funding from the Pupil Premium grant, we endeavour to offer after school clubs to support and maintain social inclusion.

COMPLAINTS

Young people have a right to be treated with dignity and respect, and to be valued for who they are and what they bring to our school. In line with the new Code of Practice, parents have a right to complain if they are not happy about the service that their children receive from the LA and its schools.

Through the complaints process we will:

- Investigate the complaint carefully
- Recognise when a mistake has been made
- Take action to prevent the problem happening again
- Review and explain what has gone wrong.

At St James' Primary School, we ask parents to follow the procedure. A summary of the procedure is as follows:

- Step 1: Talk to the class teacher and SENCO (appointments might be necessary)
- Step 2: Meet the Head teacher (sometimes complaints might go straight to the Head Teacher)
- Step 3: Go to the Governors (meetings are arranged by the School Office)

If a complaint is made regarding SEN statutory assessments we encourage Parents to meet with the SENCO and then put their complaint in writing to St Helens Education Department.

FURTHER DEVELOPMENT OF THIS POLICY

This policy is a working document; the SENCO, Link Governor and Head Teacher have reviewed it as at the dates specified. We continue to work towards greater inclusion of parents and pupils in the review process, as well as the development of more rigorous evaluation and assessment of a pupils' learning; the learning environment, and the teaching methods being used to meet the needs of our pupils.

This policy will be reviewed as outlined by the 'Policy Review timetable' as agreed by the Governors, or when required as necessary.