



St Saviour's School

Special Educational Needs and Inclusion Policy



Updated September 2016

The Head teacher has overall responsibility for Special Educational Needs at St Saviour's School. The designated teacher responsible for co-ordinating SEN provision and co-ordinating the day to day SEN provision for children at St Saviour's School is Becky Peckham. (r.peckham@stsaviour.sch.je) She is a member of the Senior Leadership team within school.

"The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy, for others it is fraught with obstacles."

Warnock Report, 1.4

Aims and Objectives

At St Saviour's School, we seek to enable our pupils to make the best use of the opportunities offered at school so that they will grow in knowledge and understanding, learn relevant skills and be proud of their achievements in all aspects of their lives. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. In this policy we outline how we seek to meet the needs of those pupils with disabilities or special educational needs. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all these pupils.

Aims

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive
- To identify at an early age, individuals who need extra help and attention
- To enable each child to take part in and contribute fully to school life
- To develop self-esteem within individuals
- To provide access to and progression within the curriculum
- To work in partnership with parents to support children's learning and health needs
- To provide quality training for all staff to enable them to support children with special educational needs

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEN Code of Practice and OA document
- To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy
- To provide support and advice for all staff working with special educational needs

How will we do this?

The SENCO has termly PARM meetings regarding all aspects of SEN. The SLT meet regularly to discuss the monitoring and progress of children identified on the SEN register. An annual report is written and shared with the leadership team. The SENCO also reports to the head teacher LAC (Looked After Children) information.

Identifying Special Educational Needs

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

St Saviour's staff use a wide range of tools to assess the amount and level of SEN support required. These include:

- Discussions with parents
- Monitoring and tracking of children's progress
- Standardised tests
- Professional discussions with outside agencies
- Medical information

The majority of children with special educational needs will have their needs met by the school. These will be detailed in their provision map.

Our staff are responsible and accountable for the development and progress of the children in their class, including where pupils access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. At this stage any interventions that a child is receiving that differ from the majority of the class (OA) will be recorded on a provision map. Parents will be informed of any additional interventions. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational need a support plan will be actioned and the school will keep careful record of this in order to monitor progress.

Where it is decided that a child does have SEN, the decision will be recorded on the school SEN register and the child's parents/ carers will be informed that special educational provision is being made.

The SENCO will use the school's tracking system and comparative local/ national data and expectations to monitor the level and rate of progress for the children identified with SEN.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Looked After children
- Disability where there is no impact on progress and attainment
- Behaviour where there is no underlying SEN
- Bereavement and family issues.

Managing SEN Children in our School

Where a child is identified as having SEN and or a disability, St Saviour's adopts a process of "Assess, Plan, Do, Review". This process is firmly embedded in working with parents/ carer and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Provision/ action that is additional to or different from that available to all will be recorded on a Provision Map. (Appendix 1)

- The Provision Map will indicate the area of need and will specify individual and small group provision for the pupil. Specific short term targets will be agreed in consultation with the pupils (where appropriate) and parents and then be recorded on the provision map. This will be completed by the class teacher but always in consultation with pupils, parents/ carers and the SENCO. It may also involve consultation and advice from external agencies.
- Provision maps will be reviewed at least 3 times a year with the parents/ carers and teacher and, where appropriate, the child. Targets will be reviewed more often as they are achieved.
- If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals.
- It will state the evidence based intervention taking place
- Outside agencies that may be consulted include Social Services, School Health and Nursing, Educational Psychologists, the Behavioural Support Service, the Hearing and Visually Impaired service, the Speech and Language Service and any other service that may provide useful in supporting staff and pupils. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Monitoring and Evaluation of Special Education Needs

The provision for children is monitored and evaluated through;

- Review meetings with parents/ carers/ child
- Staff meetings with a focus on SEN
- Pupil progress meetings between teachers, SENCO and Head teacher
- Regular meetings with the SENCO and Head teacher

Coming Off the SEN Register

A child will be removed from the SEN Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

Storing and managing information

All data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information.

Transition Arrangements

St Saviour's is committed to ensuring that parents/ carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to

the next school. Staff will discuss these arrangements with parents/ careers and agree the information that should be passed to the next phase of education.

Year 6- Additional visits can be arranged if required. The SENCO liaises with the SENCO from the local secondary school (Grainville) to pass on information regarding SEN pupils. Where a child may have specific needs, a separate meeting may be arranged between school SENCO, secondary SENCO, the parent/ carer and where appropriate the child.

Training and Resources

Training needs are identified through a process of analysis of need of both staff and children s and when required.

Current Training

Becky Peckham- Maybo, Introduction to identifying children with Dyslexia and specific learning difficulties, Family Seal, Forest Schools, Jigsaw, SPELL

Donna Tupper- Numicon, Memory Magic, 5 Minute Box, Rapid Readers, SPELL

Lisa Vernon- ELSA (Emotional Literacy Support Assistant), SPELL

Diane Le Cornu- BILD 3, SPELL, Reading Recovery, Speech and Lang

Nicky Maindonald- Songbirds, SPELL

Stacey de la Haye- Sensory training, Speech and Language, SPELL

Judy Andrews Callec- SPELL,

The SENCO, in liaison with the staff, will recommend or arrange appropriate SEN training for staff where needed. The SENCO will provide information on specific needs for new staff through staff meetings. The SENCO meets with other school SENCO's at termly meetings and works closely with other schools within the cluster. This enables the school to build SEN resources and to share advice, expertise and training.

The SENCO will monitor the work of teaching assistants, informally through regular group meetings and formally through an annual lesson observation and feedback session.

SENCO Responsibilities

Co-ordinating the assessment and provision for children with special needs by;

- Reviewing provision maps and targets with the class teacher
- Co-ordinating the work of the Teaching Assistants with SEN children- timetabling, annual observation and feedback
- Liaising with external agencies
- Liaising with parents
- Keeping the SEN register up to date
- Conducting annual reviews for children with a RoN
- Monitoring, with the Heateacher, the quality and effectiveness of provision for pupils with SEN
- Reviewing the staff training needs
- Auditing and acquiring SEN resources
- Managing the SEN budget

Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/ carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issue to the SENCO. Please also refer to the school Comments, Complaints and Compliments Policy.

Reviewing the SEN Policy

This policy will be reviewed and updated annually by the SENCO.

Date: September 2016

Review date: September 2017