

# Beeston Hill St Luke's Church of England Primary School



## *Our Mission Statement*

*We believe in God the Father and salvation through our Lord Jesus Christ.*

*We thank God for his unconditional love towards us and attempt to reflect such love and kindness throughout school.*

*We seek to go "the extra mile" with our children, our families, our staff and our community.  
(Matthew 5:41)*

*We are committed to achieving excellence with all our children and to removing any barriers to learning.*

*We ask for God's guidance, protection and blessing in this place and give him the glory for all the wonders he performs here.*

## Policy for Special Educational Needs Incorporating a Special Educational Needs Information Report

To be reviewed June 2020

Special Educational Needs Co-ordinator (SENCO) – Michelle Palmer

Special Educational Needs Governor – Helen Birch

Contact can be made through the main school office 0113 2433375

Reviewed 3.6.19

## **Compliance**

This policy complies with the guidance given in:

Statutory Instrument SEN (information) Regulations (Clause 65)

SEN and Disability Code of Practice 2015

The Equality Act 2010

The Children and Families Act 2014

The SEND (Special Educational Need and Disability) policy for Beeston Hill St Luke's Primary School complies with the guidance given in the documents listed on page 1 of this document and links with our Health Statement, our Equality Statement, Behaviour and Child Protection Policies Local and Universal Offers and our Complaints Procedure.

It also reflects the school's mission statement and supports its ethos to promote quality and equality of provision for all, irrespective of need, ability or disability

## **Our principles for Inclusion**

This policy will be successful when everyone at St Luke's is committed to maximising the potential of our children by removing, alleviating or compensating for any needs they may have. In achieving this aim we will have enabled our children to participate as fully as possible in all areas of the curriculum and in all aspects of school life.

All of our children, including those with special needs should feel valued, experience success, have high self-esteem and are well motivated.

At St Luke's we provide our SEN pupils with the maximum opportunity to attain and make progress in line with their peers wherever possible. Accurate assessment of their needs and carefully planned programmes, which address the root causes of any learning difficulty, are essential for these pupils.

These principles will be recognised when:

- All members of our school community are committed to the inclusion of every pupil and to meeting his or her identified, individual needs
- We provide differentiated learning opportunities, for all of the children in school, which are appropriate to their interest and abilities
- Children enjoy their learning experiences and make a positive contribute to the school and its community
- Suitable challenges are set for every child
- Potential barriers to learning are be identified and overcome

All of this will be carried out in a safe and healthy school environment.

Through our SEN policy we will endeavour to narrow the gap between those vulnerable learners and others.

## Definitions

*Children have special educational needs when ‘they have a learning difficulty which calls for special educational provision to be made for them’. (Children and Family Act 2014)*

A child of compulsory school age or young person has a learning difficulty or disability when (s)he:

- *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Has a disability which prevents or hinders him or her from the use of facilities of a kind generally provided for others of the same age in main stream school or mainstream post 16 institutions*

All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best become confident individuals living fulfilling lives*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

(SEN Code of Practice 2014)

*Many children and young people who have SEN may have a disability under the Equality Act of 2010 that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. Here “long term” is described as a year or more and “substantial” is regarded as more than minor or trivial.*

(SEN Code of Practice 2014)

Although we do not consider EAL (English as an additional language) as a special need, we will provide differentiated activities and individual learning programmes for our children with EAL.

We make a distinction between underachievement due to unfortunate, unsatisfactory, compromised or inadequate early learning experiences for which we compensate by providing a rich and challenging learning environment and underachievement which is linked to an additional learning need. We aim to identify these needs and to allocate resources and expertise quickly to ensure appropriate interventions which help all children overcome the obstacles to their achieving their potential.

At St Luke’s we recognise that those children who are particularly able and gifted also require “additional or different” provision and this too is planned for and evaluated so that they will achieve maximum success.

## Basic Information about the School’s Special Educational Provision

### Objectives of the Policy

- This policy works within the guidance provided by the SEND Code of Practice 2014
- Following this policy will ensure that all children at St Luke's will have access to a broad, balanced and relevant curriculum, whatever their individual needs
- It will guarantee pupils with SEN and or medical conditions are fully included in the educational and social life of the school
- All pupils with SEN will be actively involved in their own learning
- All staff will be responsible for the early identification, assessment, monitoring, teaching and inclusion of all pupils with special and/or additional needs as an integral part of raising standards
- We will provide training, support and advice for all staff working with SEN pupils to ensure high levels of expertise in order to meet pupil's needs through a targeted professional development programme
- We recognise the importance of close working relationships with families and the policy will ensure that the views of parents and carers are considered in order to build confidence in their partnership with the school
- We value the support and advice of outside agencies including the LEA and aim to work productively with them so that all parties can contribute towards meeting the needs of vulnerable learners

### **Responsibility for the co-ordination of SEN Provision**

- The Governing Body, in co-operation with the Headteacher, is responsible for the school's general policy and approach to provision for pupils with SEN and reports annually to parents on the school's policy on SEN
- The SEN Governor is **Mrs Helen Birch**
- The Headteacher has responsibility for the day to day management of all aspects of SEN provision
- The Special Educational Needs Co-ordinator (SENCo), working closely with the Headteacher, has responsibility for the day to day operation of the school's SEN policy and for co-ordinating provision for pupils with SEN
- The SENCo is **Mrs Michelle Palmer**

### **Arrangements for Co-ordinating SEN Provision**

The SENCo will:

- Work in partnership with colleagues, parents, pupils and outside agencies to set, monitor and review short term objectives on individual SEND behaviour, education and support plans (IEPs, IBPs, PEPs, PSPs, ICPs etc.)
- Oversee the records of all pupils with SEND
- Co-ordinate the monitoring of pupil achievement and use this information to inform planning
- Provide professional guidance and continuing professional development for all staff to secure high quality teaching and effective use of resources for pupils with SEN
- Monitor the quality of teaching and learning and work regularly with colleagues and pupils to set targets for improvement

- Liaise regularly with parents and carers of pupils with SEN
- Liaise with external agencies in matters relating to pupils with SEN, including Annual Reviews of Education Health Care Plans (EHCPs) and Funding for Inclusion Reviews
- Liaise regularly with the SEN Governor
- Update and obtain resources as necessary

### **Admission Arrangements**

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These arrangements are clarified in the school's Admissions Policy which is available on the school's website

### **Specialist SEN Provision**

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- The school and the SENCo work closely with outside agencies, as and when appropriate, including Educational Psychologist (EP), Special Educational Needs Support (SENIT), Behaviour Support Workers, Visually Impaired Service (VI Team), Specialist Teachers (STARS and DAHIT) , Speech and Language Therapy (SALT), Occupational and Physio Therapy Services etc.

### **Facilities for Pupils with SEN or who are Disabled**

All areas of the school and playground are accessible to wheelchair users. The school is on one level and has wide doors to all classrooms. There is a disabled access toilet in school for use by children, staff and visitors as well as a fully equipped Hygiene Suite to both the school and the Nursery

Some staff have specific expertise in supporting pupils with SEN/ disabilities, and where necessary additional training and support for Special Needs Assistants (SNAs) and Learning Support Assistants (LSAs) is sourced.

## **THE IDENTIFICATION AND ASSESMENT OF AND PROVISION FOR ALL PUPILS WITH SEN**

### **Identification and review of pupil's needs**

Concerns may be raised about a child's progress or inclusion by parents/carers, external agencies, teachers or a previous placement (school, nursery or playgroup).

Observations of the child may indicate a gap in knowledge or skills.

These may lead to identification of need in one or more of the four broad areas of need i.e.

1. Communication and Interaction,
2. Cognition and Learning,
3. Social, Emotional and Mental Health
4. Sensory/Physical

## **Roles and Responsibilities**

### **Class Teacher**

The class teacher will:

- Have the responsibility of identifying vulnerable learners within the class
- Discuss concerns with the SENCo and observations and assessments will be made resulting in an action plan and a date for its review will be set
- Will oversee the management of the plan and will have the challenge of securing good provision and good outcomes for all groups of vulnerable learners within the class
- Plan for differentiated teaching and learning opportunities, provision of agreed targets which are different from and additional to those normally provided (SEND Code of Practice 2015)
- Ensure the effective deployment of resources – including teaching assistant support – to maximise outcomes for all groups of vulnerable learners
- Where concerns continue after initial interventions, agree with the SENCo the need for additional support and consult with parents
- Together with The SENCo, agree that additional support is required and the pupil will be added to the SEN list, informing parents of this decision
- Where some pupils go on to require interventions from an outside professional and together with the SENCo, prepare an IEP and make a request to the appropriate agency, with parental consent
- This group of pupils will include those with Education, Health and Care plans

### **The SENCo**

The SENCo will:

- Oversee the day-to-day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Liaise with relevant designated teacher where a looked after pupil has SEN
- Give advice and support on a graduated approach to the provision for SEN
- Advise on the deployment of the school's delegated budget and other resources to effectively meet pupil needs
- Liaise with the parents of children with SEN
- Liaise with Early Years professionals, other schools, educational Psychologists, health and social care professionals as well as independent and or voluntary bodies
- Be a key point of contact with external agencies
- Liaise with potential next providers of education to ensure a young person and their parents are informed about opinions and a smooth transition is planned
- Work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school and nursery keep up to date records of all children with SEN

The Headteacher will:

- Monitor and evaluate the progress of all pupils and make strategic decisions which will maximise their opportunities to learn
- Together with the governing body, delegate the day to day implementation of this policy to the SENCo
- Be kept informed of the progress of all vulnerable learners and any issues over provision through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners
  - regular meetings with the SENCo
  - discussion and consultation with pupils and their parents as appropriate

The School SEN Governor will:

- Develop and maintain an awareness of the SEN provision in school on behalf of the Governing Body
- Ensure that the SEN budget is appropriately allocated to support the children with SEN
- Give up to date information to the Governing Body about the quality and effectiveness of provision for SEN and disability in school
- Help to review the SEN policy
- Ensure that the school's website publishes the school SEN offer
- Demonstrate a clear working knowledge of the SEND Code of Practice
- Demonstrate an awareness of the school's systems of SEND provision
- Build a good working relationship with the SENCo

### **The Support of SEN Children in School**

- The SENCo Co-ordinates the identification, planning, assessment and monitoring of pupils with SEN (Assess – Plan – Do – Review - Code of Practice 2014)
- A teacher can raise a concern to the SENCo through discussions/meetings or by completing an *“Internal Referral Initial Concerns Sheet”*
- A meeting with the parent will then be arranged to discuss the child’s needs before adding the pupil to the school’s SEN register
- A pupil cannot be added the school SEN register unless a meeting has taken place
- There are clear, well communicated criteria for placing a child on the school SEN register
- Children who are identified as having SEN and are receiving support that is additional to or different from the educational provision made generally are recorded on the school SEN register and Provision Map
- Meetings will be held with parents regularly thought the school year to review and evaluate progress/needs
- Pupils who are receiving additional interventions (booster work etc.) are recorded on the Provision Map.

- SEN Support Plans will be used to plan programmes and monitor and review progress for those on the SEN Register in line with guidance from the SEND Code of Practice (COP) 2014
- Intervention records are completed by staff delivering interventions. These are used to track pupil progress and inform the class teacher for planning the next steps.
- Individual evidence files containing examples of funded pupils work are compiled by key support staff throughout the academic year. This again supports the tracking of pupil progress and again helps inform the planning for the next steps.
- The SENCo will effectively co-ordinate the tracking, recording and communication of high quality SEN pupil information. This will be used to inform policy and practices across the school
- Staff are kept informed and updated on all SEN issues and pupils on the SEN Register through termly review and or ISAR meetings with the SENCo and information sharing at staff meetings
- According to the Special Educational Needs and Disability Regulations 2014 on SEN, the arrangement for assessing and identifying pupils as having SEN have been agreed and set out as part of the Local Offer. This can be accessed via the school website
- There are annual reviews for those pupils with an EHC plan
- There are annual reviews for FFI only pupils ( funded but no EHC Plan)
- A robust transition is planned for FFI individual pupils moving to a new year group or school. “ All about me “ short films are made together with individual pupils to share information with staff in the new year group. Staff are then able to refer to filmed activities and interventions to ensure consistency in the delivery of strategies and provision. The clip also gives them an overview of the child’s likes and dislikes. A second film clip “My new classroom “ includes new staff greeting the pupil by name along with a walk round of the new classroom environment. Parents are able to access this through a secure web link and share it together with their child over the summer holidays.  
The film clips also support our parents of pupils who have English as an additional language.

## **Funding and Allocation of Resources for Pupils with SEN**

Our aim is to make effective use of the budget to meet the needs of all of our children.

- We receive a notional inclusion budget which may be used to provide additional adult support within the classroom along with other resources as appropriate and dependent on specific needs
- Children with more complex needs have access to ‘top up’ funding through ‘Funding For Inclusion’ (FFI) mechanism



- Decisions about appropriate allocation of resources will be made by the SENCo and the Senior Leadership Team (SLT)
- Provision through funding may include; individual support from one or more adults (TA or SNA) in the classroom for part or all of the school day or other practical equipment to enable access to the curriculum
- Applications for funding through FFI may be made under the following categories (BANDS)
  - A BAND – Cognitive
  - B BAND – Visual Impairment
  - C BAND – Hearing Impairment
  - D BAND – Physical Impairment
  - E BAND – Communication
  - F BAND – Social, Emotional and Mental Health Difficulties
  - G Band - Medical

### **Access to the Curriculum**

We are committed to the principles within the National Inclusion Statement in that we always strive to:

- Set suitable learning challenges;
- Respond to pupils' diverse and individual needs; and
- Attempt to overcome potential barriers to learning and assessment

The curriculum for pupils with SEN can be flexible and is differentiated to need. Teachers, TAs, NTAs, etc. work together to maximise effective access.

### **Inclusion of Pupils with SEN**

It is the responsibility of all teachers to include pupils with SEN within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum in addition to ensuring that they are well prepared for the transition to high school or the next phase of their education.

In line with the Equality Act 2012, we endeavour to:

- Eliminate unlawful discrimination, harassment and victimization;
- Advance equality of opportunity between different groups; and
- Foster good relations between different groups

### **Evaluating the success of provision for pupils with SEN**

The Governing Body, in partnership with the SENCo and other colleagues, will monitor and report on the success of SEN provision for pupils with SEN in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets;
- Evaluate the impact of tailored provision and programmes of study
- Analyse attendance and exclusion data for pupils with SEN; and

- Monitor progress against SEN priorities in the School Improvement Plan.

## **The Local Offer**

*'Local authorities must publish a Local Offer, setting out in one place, information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care Plans (EHC). In setting out what they "expect to be available", Local Authorities should include provision which they believe will be actually available.'*

*SEN Code of Practice 2014*

At Beeston Hill St Luke's, our Local Offer was published on our website ([www.bsl.leeds.sch.uk](http://www.bsl.leeds.sch.uk)) in April 2016 in line with current legislation

## **Allocation of resources for pupils with SEN**

The additional resources to provide for these special children will initially come through the devolved school's budget.

Further funding for those pupils with significant need and access to additional resources will be allocated via the school's "Notional SEN Budget"

Further "Top up" funding will be allocated to children where the school can demonstrate that they meet the authorities FFI (Funding for Inclusion) criteria.

Plotting the provision made and the allocation of resources will be outlined in the school's 'Provision Map'. This will be updated annually, outlining provisions for pupils with special educational needs at the school.

## **Complaints Procedure**

The school has well established procedures for dealing with parental complaints. These are outlined in the school prospectus. Parents who feel they have a complaint should approach the class teacher in the first instance. Should they not feel they have achieved a satisfactory outcome, they should arrange to see the SENCo and or Headteacher. Should they remain dissatisfied, then a complaint, in writing, must be made to the Governors.

## **INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL**

### **In Service Training**

See the Annual School Report to Governors

### **Links to support services**

The school has regular dialogue with a range of services including

CAMHS – Child and Adolescent Mental Health Service

Child Development Team

Complex Communication Team

Paediatric Services

Physio and Occupational Therapy Teams,

Hearing and Visually Impaired Teams,

STARS – Specialist Training in Autism and Raising Standards

Speech and Language Therapy Service

SENIT – Special Educational Needs and Inclusion Team

EY (Early Years) Inclusion Team

School Nursing Services

### **Working in Partnership with Parents**

At St Luke's we rely heavily on the strength of our relationships with parents. These relationships become very valuable asset where the children have SEN and we know these children benefit most when:

- Open, confident working relationships are established
- Parents are reassured that their child will receive the best possible support at school
- We are able to assist parents in providing appropriate support at home
- We keep parents informed of all interventions and provision and of progress made as well as any difficulties we may encounter
- Parents are made aware of visits from external agencies
- Parents are encouraged to attend regular reviews
- Parents feel involved in the child's progress and in the decision making process

Our Family Support Worker has been in place since 2007 and has been a very valuable asset in offering advice and assistance to parents and families.

### **Links with other Schools**

At St Luke' we recognise the importance of close liaison with other schools especially for children with SEN. These links are effective when we feel able to arrange smooth and successful transition when welcoming children to St Luke's from other schools and when children leave us to transfer elsewhere or to High School

### **SUMMARY**

We are an Inclusive school and as such we are committed to safeguarding and promoting the wellbeing of all of our children our colleagues and the whole school community. This commitment extends to those of us who have additional needs of whatever description and we believe that in meeting these needs we further the social, emotional and intellectual development of us all. We strive to provide full access to all aspects of school life for everyone in an endeavour to enable, even our most vulnerable, to achieve their full potential.

By focussing on positive outcomes, this policy aims to raise the aspirations and expectations for and of all of those with special educational needs.

**This Policy was created by** Maureen Metcalf in consultation with colleagues and existing school and authority documentation - June 2016

This policy was reviewed and amended by Michelle Palmer – 3<sup>rd</sup> June 2019.