



Revised March 2022

DUNMOW ST. MARY'S PRIMARY SCHOOL

Policy for Children with Special Needs

Aims and objectives

The school aims and objectives, as described in the development plan, provide an ethos and framework for everything that happens within the school. These values underlie the special needs policy, and are as follows;

- The school is a caring and supportive community within which every child should feel they have a value, and can learn to value others.
- We aim to provide a stimulating and challenging learning environment, which gives individuals an opportunity to fulfil their potential to the highest possible standard.
- We expect that children will leave the school with confidence in their own ability, with the skills to extend and apply their knowledge, and the belief that learning is enjoyable and rewarding.
- We can best provide a supportive and stimulating environment for learning by working as a team and by providing every opportunity for all staff to be involved in planning and policy making. An interesting and well-planned curriculum is essential for effective learning, as is a caring and well-ordered environment.

In the interests of every child we endeavour to;

- Match work to individual needs
- Concentrate on educational processes as well as outcomes
- Share responsibility for learning, planning and reviewing with the children
- Encourage confidence and cooperative learning
- Emphasise first hand experience
- Teach certain basic skills in a consistent way
- Challenge children to use their initiative in design and problem solving
- Teach respect for the abilities and views of others
- Provide opportunities for success over a wide range of activities
- Celebrate all kinds of achievement
- Foster spiritual development

- Have high expectations of every child
- Provide opportunities for exploration in depth as part of the curriculum

Inclusion

Our school aims to develop the full potential of all children with SEN alongside their peers, in line with government and Local Authority guidelines. The school aims to work with external agencies to provide a broad and balanced inclusive curriculum. Further details on inclusion within the school can be found in the Accessibility Policy.

The SEN Policy is part of the whole school inclusion policy which includes the Behaviour Policy, Gifted and Talented Policy and Accessibility Policy

Our SEN information report found on our School website also gives further information.

Our Staff

The designated member/s of staff who have responsibility for co-ordinating provision for children with SEN are Mrs Louise Anniss and Mrs Lisa Scarfe. The SENCos hold a National Award for SEN co-ordination of Further Professional Studies from the University of Cambridge and have both have several years teaching experience across both key stages.

They use their best endeavours to ensure that the necessary provision is made for any individual who has SEN and ensure that children with SEN take part in the activities of the school alongside children who do not have SEN.

Other Staff that support the additional needs of pupils are:

Mrs Elizabeth Dodd is our EAL specialist who provides additional in class and small group support for children who have English as their second language and identifies when limitations of a pupil's command of English arises from SEN by looking carefully at all aspects of a child's performance in different areas of learning and development.

Mrs Stock is our pastoral care support who provides mentoring sessions for individual children and works closely with parents who have children with social, mental and emotional health needs.

Teaching Assistants

28 Teaching Assistants provide support to enable SEN pupils to access the curriculum and to support specific pupils with Education Health and Care Plans.

Teaching assistants regularly attend courses to advance their professional skills. Each teaching assistant has a log of the courses that they have attended. Teaching assistants will be allocated to year groups. They will work alongside the class teachers in the classroom providing support as required for specific individual pupils or groups of children. The work will be initiated either by the class teacher or SENCo. Some TAs will support children on specific intervention programmes e.g. Gym Trail and Lego club.

Some children with EHCP plans may receive funding for extra teaching assistant hours to follow a specific learning programme and to develop the child's ability to work independently. Some of this allocated funding may also be used as medical support or in the preparation of specific materials.

The SENCo will advise teachers and teaching assistants on specific learning programmes for children in their class. Teaching Assistants will have planned and regular contact with the children they are supporting. They will work with small groups on specific activities designed to improve skills for example in word recognition, phonic blending, memory training and comprehension. Children with complex or severe difficulties will have daily sessions with a teaching assistant, and some with social and emotional difficulties as well as learning problems, will have individual help following agreed support plans. Some Teaching Assistants may also teach small groups for English and Maths following the Curriculum at a level suited to that group.

Teaching Assistants may also supervise pupils during morning play and lunchtime play to help children develop good social skills and appropriate behaviour.

Teaching Assistants take part in two performance management meetings where the SENCo, or another member of the Senior Management Team, will set personal development targets which will be reviewed at each meeting. Regular learning walks with immediate feedback are given to support staff by the SENCo or Senior Management Team.

A Welcome pack and an introductory guide to the role of Teaching Assistant at Dunmow St. Mary's Primary is given to all new TAs. Where possible another senior TA in their year group will mentor new TAs and an induction training programme of training will be followed. All new TAs have a 6 week, 12 week and 18 week review and are carried out in accordance with LEA guidelines.

Identification of SEN

The pathway below outlines the process of identifying and supporting SEND

Class Teacher, Year group team, Key Stage team

1. Class team identify concerns. Barriers to learning are considered and adaptations made to teaching and learning to remove barriers.
2. **Wave 1** intervention – appropriate differentiation and adaptations to class teaching as appropriate.
Class team refer to **Essex Provision Guidance** – High Quality Teaching section for further strategies, interventions.
Referral to outside agencies e.g. Speech and Language or Occupational Therapy may be appropriate. SENCo to make referrals after consultation with those concerned.
3. **Wave 2** Interventions may be appropriate: this could include TalkBoost, Max's Marvellous Maths, precision teaching, Visual Integrated Coding (see Whole School Provision Map).

Class Teacher, SENCo, outside agencies

4. If concerns continue: Class team complete a '**SENCo Support**' form for SENCo involvement. Note what the concern is and what has already been tried to reduce the barrier to learning.
 5. Criterion for placement on **SEN register** are considered. These may include: NFER scores, attitude in class, emotional needs, parental concerns.
Screening may be carried out by SENCos, e.g. YARC, DST, Dyscalculia Screen to gather further information
 6. **SEN Support** put in place. Termly SENCo surgeries with teaching staff to develop One Plan or Learning Plan – this will identify Wave 2 and 3 interventions as appropriate.
A **Learning Plan** – identifies the need of the child and strategies that are effective in supporting their needs
A **One Plan** – identifies SMART targets which are reviewed termly
- Team refer to Provision Guidance – Additional Needs & High Needs, for further advice.
- Outside support agencies (for example hub outreach liaison, Educational Psychologist) referral may be made if appropriate.

Wave 1

High quality teaching for all which takes into account the learning needs of all children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Children are broadly working in line with appropriate year group KPIs

Wave 2

Wave 2 outlines specific, additional, time-limited interventions for some children to reach age related expectations. Children are broadly working in line with appropriate year group KPIs or up to two years below.

Wave 3

Wave 3 is targeted provision for children with a high level of need. Children are working well below age related expectations and it is highly unlikely that this gap will decrease.

As stated in the SEND Code of Practice (2014), Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.

A graduated approach is used to put effective SEN support in place for a pupil and our school is responsible for informing parents when they are making Special Educational Provision for a child. This approach replaces School Action and School Action Plus, and relies on the following four actions:

1. Assess
2. Plan
3. Do
4. Review

It is important to note that some children have difficulties that become evident only as they develop. All staff who work with such pupils share concerns about the emerging difficulties with the SENCo team. Our school endeavours to listen and understand when parents express concerns about their child's development and recognise that parents know their children and have valuable information to share.

Children placed on the SEN register should require support that is 'additional to or different from' activities provided for all children through a differentiated curriculum.

The following criteria for identification may be used as appropriate:

- Children who are working significantly below age related expectations for their key stage in Maths and English.
- Children identified by Outside Agencies e.g. Speech Therapist, Paediatrician.
- Children requiring greater in class support than the majority of their peers due to :
 - mild learning difficulties
 - moderate learning difficulties
 - specific learning difficulties
 - severe learning difficulties

The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical needs

The local authority expect mainstream schools to contribute to the first £6,000 of the original education support costs of a high needs pupil from our delegated budgets. Pupils with more complex needs, requiring further support than the school can offer, will have a co-ordinated assessment by the Local Authority and other services who will decide upon the need for an Education Health and Care Plan (EHC plan) and further funding. (This system has now replaced 'Statements')

EHC plans cover the age range 0-25. There is a stronger focus on the views of the children and parents and their part in decision making. There is also a commitment to high aspirations and support for successful transitions into adulthood with closer links between education, health services and social care.

Allocation of resources

Children with EHCPs will have their plans directly provided for from the Local Education Authority. The provision will be in the form of a monetary allocation for resources. In addition the school is allocated money according to a local funding formula, discussed with the local schools forum to provide support. Children who have a special need but no EHCP will have access to an amount of money identified within our overall budget. The SENCo, head teacher and governing body gathers a clear picture of the resources that are available to the school. We are not expected to meet the full costs of more expensive special educational provision from core funding but provide additional support which costs **up to** a nationally prescribed threshold per pupil per year. The local authority should provide additional top up funding where the cost of the Special Educational Provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

The school Governing Body places a high priority on SEN provision and allocates extra money from its budget to fund teaching and non teaching support and modifications to the building to meet specific individual needs as required. Appropriate resources are made available to ensure that children with SEN have the greatest access possible to a 'broad and balanced' National Curriculum.

Pupils who have medical conditions and SEN will have provision planned and delivered in a coordinated way with the health care plan.

Identification of strengths and needs

Identifying a child's strengths and needs will be made through;

- Teacher assessments and observations
- Key Performance Indicators for each year group and/or Development Matters as appropriate
- NFER assessment week three times a year
- Standardised reading or spelling tests (Salford/Daniels and Diack/YARC)
- Specific checklists/observations e.g, Pearson Dyslexia Screening test, motor control observations and the speech and language framework.
- Provision Guidance Document
- Parental involvement of plans and discussing strengths and weaknesses

Decisions with regard to placement on the SEN register will be made in consultation with the class teacher, the SENCo, the parent(s), the pupil and teaching assistant, as appropriate (please refer to SEND pathway). The teacher, SENCo and parent should agree the adjustments, interventions and support that needs to be put in place.

All teachers and support staff work collaboratively to put in place outcomes sought, the support provided and any teaching strategies or approaches that are required. Class teachers write cohort action plans for identified groups in their class. For pupils that have more complex needs or more than one area of need an 'SEN Support Plan' may be necessary where parents are fully involved in the planning process. In our school we use 'One Plans'

One Plans

- A One Plan will be drawn up in consultation with the SENCo, class teacher, teaching assistant, pupil, parents and any other appropriate personnel.
- The One Plan will identify strengths and areas of difficulty for the child ('Things I'm good at', 'Things I find difficult'), set outcomes (yearly targets - 'This year') and short term targets (termly small step targets to reach the outcomes - 'This term') and detail support arrangements needed in order to help the child meet these. ('Help - how and who')

- One Plan targets will be reviewed with the teacher three times a year in line with current Local Authority guidelines. Both parents and the child are encouraged to attend these termly review meetings so their views can be included and valued.
- In the case of children with a EHCPs Annual Reviews will be held according to the Local Authority guidelines in addition to the One Plan reviews.

All appropriate personnel will be kept informed of progress. Parents are welcome to make appointments with the SENCo to discuss difficulties or worries as they arise at any time.

It is hoped that some children will cease to require support after appropriate strategies have been put in place to help the child meet required age related expectations. However, some children may not make appropriate progress despite increased support and outside agencies may then be called in to provide advice and input into One Plan outcomes.

Support arrangements

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from class they work closely with the support staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the teacher in problem solving, advising the effective implementation of support and ensuring that the work provided is appropriate to the level the pupil has been assessed at. Pupils can be supported in the class within a small group or with peers who provide support. Sometimes a child may be withdrawn for a short time, either individually or in a small group, to follow a particular programme or when mentoring on a one-to-one basis is required. We feel, however, that it is important for children to be involved as much as possible in the work within the classroom. Class teachers will provide differentiated work within the classroom and teaching assistants will support SEN pupils within the class during English and Maths and other areas of the curriculum as necessary.

Year 5 and 6 children also receive support in differentiated ability groups during some English and Maths lessons.

Reviewing progress

The SENCo and Head teacher have the following systems to refer to in order to see progress of vulnerable pupils throughout the school:

- Termly Progress meetings with a member of senior management
- Termly SENCo surgeries
- Vulnerable groups monitoring grids looking at the history of a pupil's interventions and termly progress that has been made

- Cohort Action Plan - This evaluates the effectiveness of the support and outlines changes that need to be made for individual children or whole groups if progress is not happening.

If pupils have complex needs that involve more than one intervention, parents are seen at least termly. Initially the child's teacher will discuss progress and support arrangements at the review meeting with parents in the Autumn term or when specific targets have been set. The SENCo will lead One Plan meetings in the Spring and Summer term. Additional meetings with the SENCo can also be arranged at any time after this meeting. Teachers or the SENCo will review targets regularly with pupils, during lessons or individual interviews.

If appropriate, Transition plans are put into place during the summer term and each pupil with complex needs produces a one page profile that talks about their likes, dislikes and what helps them learn to share with their next teacher. One Plans are updated and shared with parents who have them ready to refer to for the start of the next academic year.

The SENCo will meet with parents of all children with a EHCP and liaise with any outside agencies involved in order to make sure that they attend review meetings.

External support services

Where a pupil continues to make less than expected progress, despite class support and interventions, the school will consider with the parents' consent involving specialists from outside the school setting.

The following criteria will be considered when referring a pupil :

- A child with additional needs who is making little or no progress despite the use of a variety of strategies and approaches.
- A child who is continuing to work at levels substantially below those expected of pupils of a similar age despite support delivered by staff.
- A child who comes from another school during the academic year and is identified as having complex or severe needs.
- A child who has a particular difficulty, where school staff require specialist advice to support the child adequately.
- A child for whom an outside view may add a new dimension, which will lead to meeting his/her need more effectively.
- A child with behavioural or emotional difficulties that is having a significant impact on their learning.

The SENCo ensures that parents know when external support services are visiting the school and if appropriate, arranges a time for the parent to discuss their concerns with the agency in school during the visit. Occasionally outside agencies have limitations on how much time they have on the visit and would prefer to use all

of their time to assess the child. If this happens, parents have the opportunity to attend future meetings.

The SENCo and class teacher, together with specialists and parents, consider a range of effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and review dates are also agreed.

Parent and Pupil involvement

We endeavour to keep parents involved in their child's progress.

In addition to One Plan meetings, parents are encouraged to play an active part in helping their child achieve the targets set and their views will be sought on how to achieve this. Our school recognises that parents provide essential information on the impact of SEN support outside school and any changes in their child's needs.

Louise Anniss and Lisa Scarfe (SENcos) are normally available at short notice to discuss any problems or difficulties that arise. Meetings will be arranged to update parents on any new support strategies and will be carried out with enough time for all discussion points to be covered. Follow up meetings will also be offered to parents. Pupils will also have the opportunity to share their views either before or during the meeting. For children with One plans, termly parent meetings are offered

INSET Training

The SENCo will attend courses to keep informed of developments in SEN practice and procedures and information will be disseminated to staff informally or during staff meetings. A staff meeting in the Autumn term will update the list of children requiring SEN support and also review and set new One Plan outcomes. The SENCo and Head teacher will hold regular termly in service training meetings for all Teaching Assistants covering various aspects of the curriculum and areas of special needs.

Access to the Curriculum

All pupils have access to a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets and areas of difficulty are identified and addressed at the earliest opportunity. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. (The SENCo and teachers refer to the Essex Provision Guidance Toolkit for this) It is expected that children with additional needs will follow the year group curriculum planned for the whole class, and participate in all subjects and most activities. Work will be differentiated to provide them with an appropriate challenge. The class teacher will plan daily or weekly differentiated activities in year group planning meetings. The SENCo is available to discuss ideas for differentiation or to give advice.

Monitoring and Evaluating success

This will be done in a number of ways

- The quality of teaching for pupils with SEN is regularly part of the performance management process for teachers and support staff.
- School leaders, teaching staff and the SENCo identify patterns in the progress of pupils with SEN both within the school and in comparison with national data. This information is used to reflect on and reinforce the quality of teaching.
- Targets/objectives will be set by the teacher or SENCo for all children with SEN and will be regularly reviewed (three times a year)
- Parental feedback at review meetings. Decision-making and views are given by parents and pupils during meetings. If parents are unable to attend review meetings or need more time to make decisions they will be contacted by phone or will be invited to comment in writing.
- Standardised test results (Reading, Spelling, Maths)
- Evidence of progress through Key Performance Indicators of Development Matters
- One Plan outcomes RAG rated

Special needs Responsibilities

The Governing Body in cooperation with the Head teacher determines the school's policy and approach to provision for children with special educational needs. The governing body will appoint a representative to take a particular interest in, and monitor the school's work on behalf of children with Special educational needs (Our SEND Governors are Anna Bendall and Linda Todd.

The Head teacher and SENCo are responsible for the management of provision for children with special needs and liaising as appropriate with external agencies. School leaders regularly review how expertise and resources are used to address SEN in order to build the quality of whole school provision as part of our approach to school improvement.

The role of the Special Educational Needs Co-ordinator

Our school's Governing body and Head teacher has ensured that both SENCos are qualified teachers and have achieved the Post Graduate National Award In Special Educational Needs Co-ordination.

Aims

- To determine the strategic development of the SEN policy and provision in the school.
- To enable the operation of SEN policy and coordination of specific provision to support individual pupils with SEN, including those who have EHCP plans.
- To provide appropriate encouragement and support for children with special educational needs
- To provide professional guidance to colleagues and work closely with staff, parents and other agencies.
- To provide a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- To support the development of self esteem in every child.
- To advise staff on how best to support children with special educational needs in class.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the equality act (2010) with regards to reasonable adjustments and access arrangements

Key Responsibilities

- To oversee the day to day operation of our SEN policy
- To coordinate provision for children with SEN
- To contribute to the development of school policy by attending staff meetings and liaising regularly with the Senior Management Team both formally and informally.
- In partnership with the Head teacher to advise on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Liaise with parents of pupils with SEN
- Liaise with Early Years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies
- Liaise with SENCo from Helena Romanes Secondary school to provide continuity for children with SEN when transferring schools.
- Liaise with DEEP locality SENCos to share good practice, resources and support
- To be aware of national developments in curriculum policy and special needs teaching, and to suggest ways in which children can be helped to experience a full curriculum.
- To oversee the records on children with special educational needs and monitor progress.
- With Senior Management Team to identify children needing support.
- To track the effectiveness of intervention programmes.

Curriculum responsibility - Special Educational needs co-ordinator

- To liaise with teachers, teaching assistants and parents of children with special educational needs.

- Take the lead for managing the provision of children with additional needs including gathering and collating relevant information
- Attend consultations with parents, teachers and other relevant personnel when appropriate
- Convene Annual Review meetings for pupils with EHCPs and invite all participants
- Keep staff updated on SEN policies and issues
- Monitor and advise teachers on One Plan targets for pupils with complex needs
- Carry out the appraisal and line management of teaching assistants
- Keep a record of progress of children with SEN
- Develop ways to increase involvement of parents in supporting their children to achieve their targets using one planning methods

Complaints Procedure

We aim to achieve a good relationship with all parents in the interests of their child. Parents will be notified through school newsletters that they can have access to their child's teacher through two Parent Consultation meetings as well as the one day a week when the class teachers will be in their rooms after school.

Mrs. Griffiths, the Head teacher and Mrs Annis and Mrs Scarfe (SENCo) are also usually available to discuss any concerns. However, if parents are unhappy about any aspect of their child's teaching, they should make an appointment to speak to the Head teacher. If this meeting fails to resolve the problem, complaints should be addressed to the Chairman of Governors, Mr Dave Perry.

In-service training

There is a commitment to the training of all school staff in the development of good practice in the support of special needs. This will be achieved through appropriate members of staff attending external courses; internally organised INSET and regular links and training from the educational needs and psychology service.

Educational Links within the wider community

The following links are well established and will continue:

- SEN locality groups
- Links with local Secondary schools, Primary Schools and Early Years Settings
- TAC/TAF team (Team around the Child/Family)