

SPECIAL EDUCATIONAL NEEDS / DISABILITY POLICY

ADOPTED BY THE GOVERNING BODY IN October 2017.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY
**Policy to promote the successful inclusion of pupils with special
educational needs and disabilities at St. James and St. John CE Primary
School.**

ADOPTED BY THE GOVERNING BODY IN October 2017.

TO BE REVIEWED EVERY 3 YEARS AT FIRST GOVERNORS' MEETING OF THE ACADEMIC YEAR.

Next Review October 2020

(Providing that additional legislation is not introduced in the meantime).

Principles

St. James and St. John CE Primary School believes that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum. We will make reasonable adjustments to make sure disabled pupils are not discriminated against.

All pupils are entitled to a broad, balanced and relevant curriculum and to participate in the wider activities of the school.

At St. James and St. John School, we have high expectations and are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

At St. James and St. John School the priority is to develop the skills of all staff and embed teaching which is responsive and reflects the learning needs of pupils.

The four areas of Special Educational Need and Disability (SEND) identified in the new Code of Practice (September 2014) are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Definitions

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 of these pupils.

- A child or young person has Special Educational Need and Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND Code of Practice 2014

The Aims of underpinning the SEND Policy

- To promote a whole school approach to meeting special educational needs and / or disability in which all members of their school community have an understanding of their role.
- To foster an educational environment in which pupils with SEND make progress, and those with a disability have access to make progress; and all take part in the many aspects of school life
- To provide a framework within which the school can monitor, review and evaluate its provision for pupils with SEND on an annual basis.

The specific objectives of our SEND policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that pupils with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

Structures for Meeting Special Educational Needs

- The Special Educational Needs Coordinator (SENCo.) is Fenella Bosomworth. She has responsibility for the day to day implementation of policy and practice. She also has responsibility for the Learning Support and Teaching Assistants' timetables and the co-ordination of provision of support by the Teaching Assistants.
- The member of the Senior Leadership Team who monitors SEND provision is Mark Hewitt.
- The SEND Link Governor is Tuukka Puolakka
- The school is also supported by a number of other agencies and professionals.

Admissions arrangements

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the SEND Code of Practice 2014 and the Equality Act 2010. Families seeking the admission of a pupil with mobility difficulties are strongly advised to approach the school well in advance so that consultations can take place and strongly advised to read the school's Additional Accessibility Statement. (Appendix 1)

Identification and Assessment of special educational needs

All teachers have a responsibility to teach pupils with special educational needs and / or disability.

When a pupil is considered not to be making adequate progress then class teachers will consult with the SENCo. to consider if there are reasonable adjustments to be made in the class which could increase the rate of progress. If this does not have an impact then a request for further support is made.

Advice from the SENCo. is implemented and reviewed, if progress is still not at the expected rate then there will be a consultation with the family.

The school is committed to early identification of a special educational need and adopts a graduated response to meeting special educational need with regard to the Code of Practice 2014 and the Local Authority's guidelines.

Procedures for identifying pupils with SEND include:

- Class teacher assessments where the rate of learning is below that of peers
- parental concerns
- the use of standardised tests
- discussions amongst the SEND team, pastoral meetings
- progress tracking, reports, and the results of National Curriculum Tests.
- concerns expressed by pupils themselves

These procedures will result in consultation with the SENCo. in order to decide whether additional and / or different provision is necessary.

There is no need for pupils to be registered or identified as having special educational needs if their needs are met through the everyday routines and practice in the school.

Provision / action that is additional to or different from that available to all will be recorded in the Class teacher's records. This will be coordinated by the SENCo. and Child Centred Plans (CCPs) with targets and timescales may be implemented.

If, despite significant support and intervention pupils fail to make progress

then professionals will be invited to contribute educational advice and support the monitoring and review of progress where necessary. Pupils and families will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Pupils with complex needs may need an Education, Health Care plan to support their learning. This will involve consultation with pupils, families and teachers. It may also involve consultation and advice from external agencies.

The EHC plan will set targets for the pupil and will detail:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and / or exit criteria

The EHC plan needs to be reviewed, evaluated and updated at least annually. Individual parts of the plan (for example interventions which are time limited) may be reviewed on a more frequent basis and the outcomes will be recorded. Pupils will participate fully in the review process. Families will also be invited to participate in the target-setting and review process.

For pupils who have statements of SEN, in addition to the review of CCPs, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Authority. If a pupil makes sufficient progress a statement may be discontinued.

The school will liaise with secondary schools and other agencies to arrange Transition Plans for pupils with Statements or EHC plans. All Statements will be converted to EHC plans (if they still meet the criteria) by April 2018 through a Transition Review process. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Involvement of pupils

We endeavour to fully involve pupils in the decision making process about their learning through opportunities to

- state their views about their learning and progression pathway
- identify their own needs and 'learn to learn'
- participate in target setting and programme choice
- self-review their progress and set new targets
- monitor their success and reflect on the next steps

Partnership with Parents and Families

This school values its good relations with families. The principle of an active partnership extends to all aspects of special educational needs.

When we become concerned about a student's progress in school we will:

- arrange to discuss concerns in person
- involve parents / carers in reviewing progress
- offer information about the LA's Information Advice and Support Service

If a student is the subject of a Statement of special educational need or EHC plan then we will:

- inform parents / carers about their child's educational progress
- involve them in supporting the educational programme
- involve them in the annual review process
- provide information about and involve them in the Transition Plan in Year 6

If a family is concerned about a student's progress in school, then they should contact the class teacher in the first instance.

If families feel that they have a legitimate concern or complaint about the provision made for a student, then they should contact the SENCo. in the first instance. Any unresolved complaints will follow the schools' **complaint procedures** as set out in the school prospectus.

If concerns cannot be resolved by the usual school procedures, parents / carers can request independent disagreement resolution. The school will make further information about this process available on request.

The school identifies the **training** needs for all staff taking into account school priorities as well as personal professional development. The school allocates funding each year that it may use to meet identified needs. Particular support will be given to NQTs and other new members of staff. The SENCo. / Inclusion Leader would be involved in any discussion, as part of the Senior Leadership Team, in order to prioritise the training needs of staff.

The school will provide information about the **Westminster Information Advice and Support Service** to all families with children who have special educational needs. The Westminster Information Advice and Support Service can provide independent support and advice. (Leaflets are available).

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. E.g.

- The school receives some allocated time from the Westminster Early Help team and are able to buy in additional time if required.
- In addition the school may seek advice from Local Authority specialist advisory teaching services – SEND Services, this includes advice for children with speech, language and communication needs, sensory impairment, physical difficulties and Autistic Spectrum Disorder.
- The school is able to buy in additional services such as Speech and Language Therapy which contributes to the reviews of pupils with significant speech and language difficulties as well as the Educational Psychology Service for advice around children with cognitive impairment or specific learning difficulties.
- The school is able to buy in additional SEN support services through accessing the Tri-borough Service Level Agreement. The budget allocated for this is currently being reviewed by the Inclusion Leader in conjunction with the Head teacher for any services required for the coming academic year.
- The school may also seek advice from the Child and Adolescent Mental Health Service (CAMHS) and the Child Development Service.
- Multi-agency liaison meetings, with representation from Social Care, Health Services, and SEND support services are held in collaboration to ensure appropriate provision for vulnerable pupils.

Monitoring, Review and Evaluation:

The school monitors, evaluates and reviews its policy, provision and practice in SEND through the whole school process of self-evaluation, also by seeking quality assurance from external providers, Local Authority advisers and external support services when appropriate.

Appendix 1

Additional Accessibility Statement with reference to SEND children and Admissions

The school operates on two sites separated by a ten minute walk.

The Craven Terrace site was built during the Victorian era and therefore was not designed to modern standards. The original design of the building imposes limits which cannot be overcome (e.g. it is not possible to install a lift to accommodate a wheelchair as there is no room, it is not possible to install stair lifts as this would restrict egress and access should the need arise to evacuate the building).

The Craven Terrace building has four steps to the front entrance, there is a hand rail to the left of the steps and there is a call button; the receptionist will open the door on receipt of the call or a telephone call to 020 7641 6218.

The Craven Terrace site operates on four levels with seven flights of stairs of varying length. Vertical access within the building is by narrow staircases which have handrails. The rooms above and below ground floor level are not accessible to wheelchair users.

The ground floor playground is four steps down to the ground level and four steps up to classroom level. The basement houses the library, the hall, lunch room and children's toilets. Access to the basement is via narrow staircases with three flights of stairs to negotiate.

There are adult toilet facilities on the ground floor and the first floor. These are quite small and unsuitable for a wheelchair user. Children's toilets are located in the basement area and are unsuitable for a wheelchair user.

Wheelchair access is limited to the Sussex Gardens site only which is on one level and has an accessible toilet. The Sussex Gardens site houses the school's Nursery and Reception classes.

Emergency Refuge

There are no emergency refuges in either building.

