ARCHBISHOP BENSON C of E SCHOOL

Special Educational Needs Policy 2019 - 2020

Designated Person responsible for managing the provision for children with Special Educational Needs (SEN):

Contact details: **Mrs Jo Williams & Mrs Becky Morris**
Archbishop Benson Primary School
Tel: 01872 273185

Governor responsible for SEN	**Mandy Hoare**

Democracy | The Rule of Law | Individual Liberty | Mutual respect | Tolerance

School moto:

'Fun & Learning Hand in Hand'

'Lowen Dyscans, Lyf Yn Lyf'

SCHOOL AIMS AND ETHOS

SECTION 1 – COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DofE Feb 2013
- SEND Code of Practice 0 -25 Years (April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Pupil Premium Policy
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which addresses measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by the SENCOs in liaison with the Headteacher, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

Archbishop Benson is a large mainstream infant and junior school, with a two form entry, having fourteen classes in total.

The school holds awards in Artsmark Gold, Healthy Schools Plus, International Schools 2014-2017 and Sainsbury's School Games Mark Silver Award. We are also a licensed Trauma Informed School.

In compliance with the new SEN Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school Record of Need (RON). Should a pupil require provision that is additional and different from what is normally provided, they are placed on the RON under one single category, namely SEN Support. Their provision will be identified and progress monitored via Individual Provision Mapping.
This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEN, including those identified as Gifted and Talented.

SECTION 2 – AIM (THE LONGER VIEW)

The overarching aim of this policy is to ensure that the needs of pupils with SEN, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop

well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23, Unicef)

We will:

a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEN.
c) Ensure that teaching and learning is multi-sensory.
d) Make sure that additional support is well targeted, using a variety of in-class support and withdrawal.
e) Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEN, to ensure that we are providing equality of educational opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

a) Ensure compliance with National SEN Policy, most currently the DofE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
b) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
c) To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
d) Utilise deployment of resources effectively, including staffing, which is proactive and responsive at point of need.
e) Ensure all staff implement the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEN.
f) Ensure that there is no discrimination or prejudice.
g) Ensure all pupils have access to an appropriately differentiated curriculum.
h) Recognise, value and celebrate pupils' achievements at all levels.
i) Work in partnership with parents/carers in supporting their child's education.
j) Guide and support all school staff, governors and parents on SEN issues.
k) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs, to the best of our ability within the context of a mainstream school.
l) Provide appropriate resources and ensure their maximum and proper use.
m) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
n) To provide an appropriately qualified Special Educational Needs Co-ordinator (SENCO) who will oversee and work with the SEN Inclusion Policy.
o) To provide support and advice for all staff working with pupils who have SEN.
p) Support pupils with SEN to develop their personality, talents and abilities to the full. (UNCRC Article 23)
q) Encourage all pupils with SEN to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child has a learning difficulty or disability if he/she has:

- a greater difficulty in learning than the majority of children of his/her age.
  and/or

- a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEN if they are not making progress within a curriculum that:

a) sets suitable learning challenges
b) responds to pupils' diverse learning needs
c) aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Mental and Emotional Health.

Whilst it is clear that the purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The school will always take needs into account that are NOT SEN but that may impact on progress and attainment, for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

The identification of *behaviour* as a need is no longer an acceptable way of describing SEN and any concerns relating to a child's behaviour will be described as an underlying response to a need which the school has recognised and identified clearly.

Disability
We define pupils with disabilities as those with a substantial and long term physical or mental disability (12 months +) which has an adverse effect on their ability to carry out day to day activities e.g. impaired senses (including diagnosed hyperactivity), movement, eating and intimate care.

Mental Health
We define pupils with mental health issues as those receiving current (or historic) support from recognised agencies (e.g. CAMHS) to support their wellbeing so that they can realise their own potential, work productively, cope with the normal stresses of school life and be able to make a contribution.

SECTION 4 – A GRADUATED APPROACH TO SEN SUPPORT AT ARCHBISHOP BENSON

At Archbishop Benson all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Close liaison is maintained with all members of staff by the SENCO to ensure that pupils are only identified as having SEN if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at Archbishop Benson can be found in the School Offer in the SEN section of the school's website and on the Family Information Service, Cornwall Website.

Levels of Need

Archbishop Benson School's Graduated Response consists of three levels as follows

1. ***On-Alert***

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one of more of the following indicators:

- Be at risk of not meeting their targets
- Currently working at a standard below national expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning e.g.
    - Their behaviour is disruptive
    - There are attendance/lateness issues
    - Concerns over their mental health
    - The family is currently experiencing challenges
    - They have EAL (English as an Additional Language)

All class teachers are required to keep a list of pupils who they are monitoring at *On-Alert* level and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENCO and parents which will include problem-solving, planning support and strategies for the individual pupils.

Pupils at this level of need DO NOT form part of the school's Record of Need (RON) and, in line with the Code of Practice, the school ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support.

2. ***SEN Support***

Pupils are placed on the RON at this level after assessment and consultation between the SENCO and class teacher when it is established that they have a significant learning difficulty and need provision that is **additional and different** to what is normally provided by the school.

At this point, parents/carers will be informed of the decision and the School will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of a graduated response with termly 'Assess- Plan-Do-Review Cycle.'

Assess

- Teacher's high quality, accurate formative assessment and experience of the child
- Pupil progress, attainment and behaviour
- Development & attainment in comparison to peers and national expectations
- Views and experiences of parents/carers
- The child's own views
- If relevant, assessments, views of and advice from external services.

Plan

A plan will be drawn up by SENCO & class teacher in consultation with parents and child. It will include:

- The outcomes agreed for the next term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- The plan will be recorded on the pupil's Individual Provision Map.
- A copy will be given to the parents.

Do

- The class teacher remains responsible for working with the child on a daily basis, and works closely with Teaching Assistants or specialist staff to plan and assess the impact of the interventions.
- The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

- Parents will be invited to attend termly review meetings with the SENCO and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new plan will then be drawn up and added to the ongoing Individual Provision Map.
- Parents will be given copies of all notes recorded at the review.

Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age-related expectations despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

3. Education, Health and Care Plan (EHCP)

Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment. This is completed by the SENCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The Local Authority then consider the application and issue an EHCP as appropriate.
(EHCPs replace Statements of Educational Need.)
There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with the parent, child and all professionals involved invited to attend.
In addition, pupils with an EHCP (or Statement) are subject to the termly Assess-Plan-Do-Review Cycle.

The SENCO is responsible for:

a) Assessing specific needs of students with SEN, including application for statutory assessment.
b) Managing the screening of pupils for dyslexia.
c) Line managing the Special Needs Assistants.
d) Liaising with other schools to aid transition.
e) Ensuring all relevant information is forwarded on to new school.
f) Day-to-day operation of the school's SEN Policy.
g) Liaising and advising class teachers and support staff.
h) Maintaining the SEN Record of Need and the records of all pupils with SEN.
i) Regularly monitoring and evaluating the impact of all interventions in place to support pupils with SEN.
j) Regularly monitoring & evaluating the learning outcomes for all pupils with SEN against national, age-related expectations.
k) Liaising with parents/carers of pupils with SEN.
l) Liaising with external services including the Educational Psychology Service, Social Care, Early Support etc.
m) Holding review meetings for pupils with SEN including those with an EHCP.
n) Applying for access arrangements e.g. additional time for KS2 SATs.

SECTION 5 - CRITERIA FOR EXITING THE SEN RECORD OF NEED

The SENCO has responsibility for the removal of a pupil from SEN Support on the Record of Need at Archbishop Benson School. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

SECTION 6 – SUPPORTING PUPILS AND FAMILIES

- Families of pupils with SEN are guided towards the Cornwall Family Information Service (FIS), www.cornwallfisdirectory.org.uk/, with regard to the LA Local Offer for SEN in accordance with Regulation 51, Part 4.
- Families of pupils with SEN can also access the Early Help Hub. This is a single point of access for council and community based health **Early Help** services for children, young people **and families in Cornwall**: www.cornwall.gov.uk/earlyhelphub alternatively call 01872-322277 or email earlyhelphub@cornwall.gov.uk
- Archbishop Benson School has provided a link, on the Cornwall FIS's website, to information on our provision for families who have a child with a SEN and/or Disability in line with current requirements (The School Offer). This link includes the SEN Policy and SEN Information Report in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.
- Admission arrangements can be found on the school website.
- The school's policy on managing the medical conditions of pupils can be found on the school website.
- Transition meetings between class teachers to discuss the needs of individual pupils with SEN take place in July and will include the passing on of all records including all Individual Provision Maps.
- We ensure that Y6 pupils with specific SEN can access KS2 SATS. The SENCO, in liaison with the Y6 class teachers, ensures access arrangements have been made in a timely manner.
- We hold a termly Parents SEN Café with informal discussion and guest speakers. SENCOs and our Family Support Co-ordinator are available during these sessions.
- Family Learning sessions are also run termly (in our Children's Centre) encouraging parents/carers to work alongside their children and foster an ethos of fun in learning.

SECTION 7 – SUPPORTING PUPILS AT ARCHBISHOP BENSON SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that all pupils with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. The school maintains and regularly updates key documents which outline the medical needs of pupils across the school e.g. Health & Well-Being Overview, Class Pupil Welfare Registers.
- Some pupils may also have SEN and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. See the school policy for supporting Pupils with Medical Conditions for more detailed information.
- The school follows guidance published by the DofE which can be found at www.sendgateway.org.uk

SECTION 8 – MONITORING AND EVALUATION OF SEND

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, half termly and annual reviews, on an individual and cumulative basis in conjunction with the Governors, Headteacher, SLT, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

We will ensure that:

- A wide range of information & data is collected and used to continuously evaluate & improve provision e.g. achievement data, pupils' work, observations, learning walks, case studies and staff, parent and pupil voice.
- Summative assessment data is collected half termly so that the impact of interventions can be monitored regularly. Assessments are closely moderated to ensure they are accurate.
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and both the identification of children with SEN, and the performance of individuals, as well as the overall SEN pupil group, is reviewed.
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working.
- Case studies are used to evaluate the impact of both pastoral & academic interventions.

SECTION 9 – TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Improvement Plan.
- The Head Teacher oversees the professional development of all teaching staff and teaching assistants and this occurs through whole school training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The school has two SEN specialist teachers on staff who are able to provide cpd.
- Newly appointed teaching and support staff undertake an induction meeting with the SENCO who will explain systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.
- The SENCO regularly host/attends SEN network meetings in order to keep up to date with local and national developments in SEND and also supports the LA through involvement in work strands to address ongoing developments in SEN Reforms.
- Support Staff are encouraged to take an active part in all school functions/training including leading after-school clubs.

SECTION 10 – ROLES AND RESPONSIBILITIES

Role of the SEN governor/Governing Body

There is a named SEN Governor: Mrs Mandy Hoare
The Governing body refers to the SEN code of Practice (2015) when carrying out duties towards all pupils with SEN. Consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEN.
- Determine the school's general policy and approach to pupils with SEN in cooperation with the Head Teacher and SENCO.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEN.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEN provision for their child.
- Ensure that pupils with SEN are included as far as possible into the activities of the school.

- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area.

Role of the Teaching Assistants
Teaching Assistants and Higher Level Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and class teachers. All TAs & HLTAs work as a team within year groups, and key stages, enabling support for SEN pupils to be shared and discouraging dependency on one adult. The deployment of all TAs & HLTAs remains flexible and may be revised, at the point of need, in response to a change in circumstances.
The learning of **all pupils** remains the responsibility of the class teacher at all times.
Teaching Assistants are line managed by either the Senior Leadership Team or the SENCO.

SECTION 11 – STORING AND MANAGING INFORMATION

- The school complies with General Data Protection Regulations (GDPR) – March 2018.
- The schools uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance.
- All staff have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families.
- The SENCO understands that elements of special educational needs data are sensitive and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (see the school's GDPR Policy and Privacy Notices.)
- Explicit consent is always sought from parents/carers for the following:
    - Involvement of outside professionals to observe/assess or work with their child eg Educational Psychologist; Speech & Language Therapist; DSEN Specialists.
- The SENCO ensures that all sensitive personal information, about individual pupils and/or their families, eg their SEND file, is stored securely and is not freely accessible.
- The SENCO ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted, secure e mails.
- When a pupil with SEND moves to another school, their SEND files are, wherever possible, delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENCo not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.
- The SENCO ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including , offices; staffroom; classrooms, unless it is required for Safeguarding eg medical needs such as allergies, in which case, explicit consent is gained.

SECTION 12 – REVIEWING THE SEN POLICY

The Policy will be reviewed annually to comply with requirements for SEND with effect from April 2015.

SECTION 13 – ACCESSIBILITY

Please refer to the Accessibility Plan. This can be seen on the school website.

SECTION 14 – DEALING WITH COMPLAINTS

The school's standard complaints system applies. More information can be found on the school website.

SECTION 15 – BULLYING

Please refer to the school's Behaviour Policy which is available on the school website.

SECTION 16 – SAFEGUARDING

Safeguarding

Children with Special Educational Needs and disabilities can face additional safeguarding challenges. All staff at Archbishop Benson Primary School are aware of these challenges. Further details can be found in the school's Safeguarding Policy which can be viewed on the school website.

Policy monitored by	**Mrs Jo Williams & Mrs Becky Morris**
Date of adoption	**10.10.2019**
Date of review	**Autumn Term 2020**

Designated Safeguarding Lead:
Mrs Helen Giblett
Designated Teacher for Looked After Children:
Mrs Carolyn Power

Designated Member of Staff responsible for Pupil Premium provision:
Mrs Holly Taylor-Browning
Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils:
Mrs Jo Williams