



# SPECIAL EDUCATIONAL NEEDS POLICY

St George's CE Primary and Nursery School

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APPROVED BY: GOVERNING BODY- 8.2.18

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## Introduction

### Definitions

For the purposes of this document, the following definitions apply:

- 'Child' or 'pupil' refers to any child, young person or student under 18 years of age.
- 'Parent' refers to any person with parental responsibility, e.g. carers, legal guardians.
- 'Inclusion Manager' and 'SENCO' are used interchangeably as appropriate, referring to the Special Educational Needs and Disabilities Coordinator.
- 'School' refers to our nursery provision, and also usually refers to wrap-around care provided by the setting such as clubs after school, and breakfast club.
- Whenever the term 'SEN' is used, this refers to Special Educational Needs, and is used interchangeably with 'SEND', referring to Special Educational Needs and Disabilities.

### Contact Information

The SENCO/Inclusion Manager at St George's CE Primary and Nursery School is:

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Heather has the National Award for SEN Coordination (NASENCo Award). Heather works closely with the Senior Leadership Team.

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014, updated January 2015), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE; February 2014
- SEND Code of Practice 0-25; July 2014, updated January 2015
- Schools SEN Information Report Regulations; 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions; April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document; September 2013
- St George's CE Primary and Nursery School Safeguarding Policy
- St George's CE Primary and Nursery School Accessibility Plan
- Teachers' Standards 2012

### Policy Development

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This policy was developed by the SENCO, alongside the school's SEND Governor, in liaison with the Senior Leadership Team, all staff, and parents and pupils.

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It should be read alongside the school's policies on Medical Conditions, Bullying, Behaviour, Assessment, Equality, Accessibility, and English as an Additional Language.

## Aims and Objectives

### Mission Statement and School Aims

#### **'Care, Respect, and a Commitment to High Standards'**

St George's CE Primary School and Nursery aims to serve its community; by providing an education of the highest quality, within the context of Christian belief and practice. Above all, our aim is to make St George's a happy place, where children want to be, where their personal strengths and weaknesses are recognised, and work is tailored to reflect their individual needs.

### Our beliefs and values relating to SEND

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*The governors and staff of St George's believe that all children who are part of the school, regardless of needs, should be properly supported in school so they can play a full, active role in school life, achieve their academic, physical, social and emotional potential, and be equipped, to the best of their abilities, to be ready for life-long learning.*

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The SEND Code of Practice (2014) emphasises that all teachers are teachers of every child, including those with SEN. We aim to put this into practice daily, striving for inclusion of all learners in all aspects of school life. We aim to raise the aspirations and expectations of all pupils, including those with SEND, focusing on outcomes for individual pupils.

### Objectives of the school relating to SEND

- To identify and provide for pupils who have additional needs, including those with SEND.
- To work within legislation given in the SEND Code of Practice 2014
- To support pupils with SEND within a whole-school, whole-pupil approach.
- To provide support and advice for all staff working with pupils with additional needs, including those with SEND.
- To provide a SENCO, who will oversee the implementation of the SEN Policy.

## Identifying Special Educational Needs

### Categories of Need

Section 6 of the SEN Code of Practice (2014) states that the Special Educational Needs pupils may experience can generally be thought of in four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

These four areas give overview of the range of needs that should be planned for. Schools identify the types of need a pupil presents with to enable teachers and other school staff to work out what

action to take; this is opposed to doing so in order to fit the pupil into a category. We recognise that many pupils have a range of needs which don't fit into one category neatly, but rather overlap. We always, at St George's, see the pupil first and foremost as a child. We consider the needs the child has as a whole child, not just their SEN or disability.

### Other needs which do not constitute SEN

The SEN Code of Practice 2014 emphasises the importance of correct identification of SEN, and makes clear the distinction between SEN and other factors which may impact on a child's progress and attainment. The factors listed below do not constitute a Special Educational Need:

- Disability (see below)
- Attendance, punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman or servicewoman
- Behaviour (see below)
- Underachievement (see below)

The Code of Practice outlines the duty we have as a school to make 'reasonable adjustment' under current Disability Equality legislation; this means, on its own, disability does not constitute SEN.

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Behaviour is also not identified as an SEN; the Code of Practice emphasises the importance of looking 'behind' a child's behaviour to consider their social, emotional and/or mental health. Concerns relating to a child's needs in this area, if considered to require an SEN provision, should be described in these terms.

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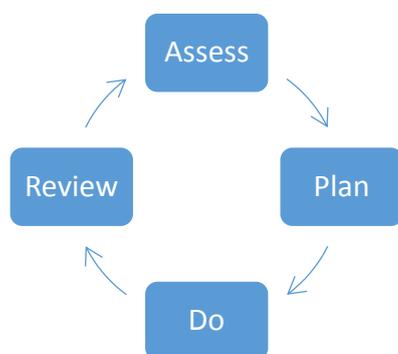
When considering a pupil's learning needs, and assessing whether they would most accurately be described as an SEN, underachievement should also be ruled out; a child with SEN may underachieve, but an underachieving child may not necessarily have SEN. There is a clear distinction and staff work hard to explore reasons for lack of progress; explanations other than SEN may include- lack of consistency of support, gaps in teaching, school moves.

### SEN and Safeguarding

We acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers. Please refer to St George's Safeguarding Policy for further information.

## A Graduated Approach to SEN Support

Our school follows the SEN Code of Practice's approach to meeting the needs of all learners, including those that have, or may have SEN. A graduated approach is central to all we do as a school as we continually assess, plan, implement and review our teaching approaches for all children. If a potential SEN is identified, our response is increasingly personalised. As we work with the children and their family to assess needs, we understand more about the gaps in learning and barriers a child is experiencing. Our approach is summarised below:



Our first step in responding to the needs of pupils is called 'quality first teaching' in the SEN Code of Practice; this is high quality teaching which is differentiated for individual pupils.

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Class teachers are responsible and accountable for the progress and development of pupils within their class; this includes where pupils access support from teaching assistants or specialist staff.

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The class teacher is responsible for adapting their teaching to response to the strengths and needs of their pupils; they are at the centre of the process of driving the movement around the four stages of assess, plan, do, review. This is under the guidance of the SENCO, the leadership of the Senior Leadership Team, and where appropriate, other specialist staff.

Quality First, differentiated teaching- ALL pupils	<ul style="list-style-type: none"> <li>•Every day, quality first teaching- matched and personalised to strengths and needs of individuals</li> </ul>
Short-term intervention- SOME pupils	<ul style="list-style-type: none"> <li>•Additional support, adjustments, interventions where needs felt to be 'short term'.</li> <li>•May be to tackle underachievement and allow catch up.</li> </ul>
SEN Support- a FEW pupils	<ul style="list-style-type: none"> <li>•Children whose progress remains slow despite accessing carefully matched interventions, adjustments AND QF teaching. Care taken that underachievement not over identified.</li> </ul>
Education, Health & Care Plans- a FEW pupils	<ul style="list-style-type: none"> <li>•Most severe, complex SEN. Needs are often life-long in nature.</li> <li>•Where a pupil requires a SIGNIFICANT (8h +) amount of support.</li> </ul>

Additional intervention and support can't compensate for Quality First Teaching; it should be subsidiary to the high quality teaching all children should access for most of their learning time. Therefore, emphasis is placed on reviewing, and where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of SEN needs most frequently encountered. Quality of teaching is regularly reviewed through learning walks carried out by the SLT, subject leader observations, observations linked to appraisal, work and planning scrutiny, discussion at pupil progress meetings, and other professional dialogue. If a pupil has fallen behind due to a lack of quality first teaching, we are rigorous in both addressing the unmet needs for that child and also in supporting and challenging staff where needed.

## Assess, Plan, Do, Review

This is the model which the SEN Code of Practice has adopted as a cyclical approach to meeting the needs of pupils with SEN.

### Assess, Plan, Do, Review

Assessment is integral to everyday school practice; for all pupils, a clear understanding of a child's needs is a critical pre-requisite for effectively planning strategies, creating appropriate provision and intervention, and adjusting teaching to meet those needs. Our whole-school assessment/review cycle (see appendix 1) incorporates six 'check points' throughout the year where attainment and progress data is recorded. In addition, three times yearly, SLT staff meeting with class teachers to hold Pupil Progress Meetings; these are an opportunity to review and discuss reasons for good and poor progress, and decide on actions to address concerns arising. These mean staff quickly identify when a child is making inadequate progress despite high quality teaching. In addition, other forms of assessment which inform our discussion around next steps for a particular pupil include:

- Teacher assessment and day-to-day experiences of pupils
- Views and experiences of the parent/carer
- Pupils' views
- Advice from external professionals

### Specific assessments

If the forms of assessment above raise concern about a particular child, school staff would then take further steps to explore the precise gaps in pupils' knowledge and clarify what their barriers to learning may be. We have a range of assessment tools available which can support the close identification of need, including:

- Standardised tests (to allow meaningful comparison to children of the same age)
- Checklists and criterion-based assessments
- Profiling tools to identify strengths and weaknesses
- Observation schedules, prompt sheets
- Questionnaires for pupils/parents
- Screening assessments, for example, to look at likelihood of children experiencing dyslexic, dyscalculic, or vision difficulties.

### Initial Concerns Checklists

When a set of assessments and other knowledge about a pupil and their progress raises concerns, an Initial Concerns Checklist **must** be completed by the class teacher, staff working with the child, and SENCO. This is to summarise what is known about a child's needs so far, begin a formal record of concern about a possible SEN, and to ensure a fair, consistent approach is taken across school and with all pupils. Following the completion of an Initial Concerns Checklist, there are three options available as pathways forward regarding that pupil and the provision required:

1. Further assessment is required
2. Further modification of Quality First Teaching, possibly including short-term 'catch up' intervention.
3. Targeted provision at SEN School Support.

Consideration should also be given as to who information regarding the pupil should be shared with; in particular, parents should be consulted, other staff working with a pupil, other members of the Inclusion Team (e.g. Pastoral), or outside agencies.

The decision to take the third option, to make special educational provision for a pupil, is made using the full range of information described above, alongside national data and expectations of progress, and local (Cumbrian) criteria. The decision is not taken lightly and is not made by one individual. If Special Educational Provision is made for a pupil, the parents are always involved in this decision and next steps made.

It is presumed that if a child requires Special Educational Provision to be made for them, it is likely that an Early Help Assessment (SEND) will be started (unless the family or pupil has an Early Help for other reasons), as further advice and support from outside agencies will be required to enable this pupil to make progress.

### Assess, Plan, Do, Review

Following assessment, more is known about a child's needs. The next stage in the process is to plan to address those needs. This is irrespective of whether these needs were deemed to require Special Educational Provision to be made; all pupils' needs are met by planning next steps. In all cases, both for pupils with Special Educational Needs, and those who were not felt to have SEN, it is the responsibility of the class teacher to plan adjustments and changes to teaching, which respond to the new information gained by assessments. The SEN Code of Practice makes very clear that the first step in responding to an identified need is to ensure High Quality Teaching with suitable

differentiation. Further consideration to planning for the needs which are identified as Special Educational Needs will now be given.

The planning for pupils with SEN takes four forms:

1. Changes and adaptations the Class Teacher makes in light of new understanding of a pupil's needs. These would be recorded in **teachers' planning**, in **classroom layouts, seating plans, timetables, Provision Maps** and other **'whole-class' documentation**
2. **SEN Personal Profiles**- highlighting difficulties, strategies, forms of differentiation, additional provision
3. Short-term (half-termly) **Individual Pupil Plans (IPPs)** (occasionally replaced with Behaviour Management Plans and Behaviour contracts when SEN is mainly SEMH category).
4. Actions identified to make **adaptions/provision with the Early Help Assessment (SEND), or when relevant, an Education, Health and Care Plan.**

Class teachers are responsible for producing planning types 1 and 3. The SENCO, Early Help Coordinator/Lead Behaviour person, or sometimes outside agencies e.g. Health Visitor, are responsible for planning types 2 and 4.

Current SEN Personal Profiles, IPPs and other SEN-related information **MUST** be stored and easily located in each class's Inclusion File (see appendix for a 'contents page' for Inclusion Files).

#### SEN Personal Profiles and Individual Pupil Plans

The SENCO will collate relevant information for each SEN Personal Profile from reports, assessments and advice received for a pupil. They should be referred to on a daily-weekly basis to inform planning, differentiation and approaches to meeting the child's needs. Personal Profiles are updated yearly unless significant new information (e.g. Educational Psychology report) is received. Targets on child's short term IPPs are informed by the Long term targets (several years), and Short-term targets (about a year).

IPPs are very short-term plans with short-term (6 week) targets set by the class teacher and class team. They should contain only two targets based on areas of Special Educational Need. These targets must be specific, measurable, achievable, realistic and time-limited ('SMART').

#### Assess, Plan, Do, Review

IPP targets set out two objectives, activities and success criteria a pupil with SEN will work on several times weekly; usually this is one-to-one work with a class teacher or support staff for 10-15 minutes. Provision for time spent on IPP targets must be recorded on the School Provision Map (see 'Interventions' module of Scholar Pack). The class teacher remains responsible for the progress a child makes at all times.

Interventions should be carefully selected and planned to ensure that the impact they have can be demonstrated. This may be through showing a start and end score in a particular assessment, through looking at pupil's attitudes/learning behaviour through observations, or by qualitative information which shows what progress a child has made because of a particular intervention. These start and end points should be recorded on the Provision Map in the Interventions Module on Scholarpack.

It is important to seek to protect time when interventions are done as much as possible; if staff are being deployed elsewhere, have insufficient time, resources, or experiences to effectively intervene and support a pupil or group of pupils, this concern should be raised with the SENCO and/or SLT.

The Interventions Module on Scholarpack provides facility to record when interventions take place, or not, and this should be used. This is important too because this way, it is clear if these factors influence when a child does not make good progress in an intervention.

## Assess, Plan, Do, Review

### Weekly Reviewing

Close-working with other teachers who work with these pupils, support staff, pastoral staff, and outside professionals supporting pupils such as Educational Psychology, is imperative; class teachers are expected to plan for SEN Review Meetings, which must be timetabled after school during the first week of each half term, to review and update all IPP targets. In addition, class teams are expected to meet once per week for twenty minutes to review and plan provision and strategies. The typical weekly slot agreed for this meeting should be recorded on the class support timetable (see appendix 9). The IPP monitoring sheet is a record of the meeting, and copies of each weekly meeting should be given to the SENCO, as well as a copy being retained in the class Inclusion File. Other strategies to promote clear, concise communication between class teachers and other staff should be promoted- including recording targeted provision in children's exercise books.

### Other forms of review

As well as the above- regular, day-to-day reviewing of progress of pupils and impact of interventions, there are two forms of review taking place:

- Reviews of progress towards objectives identified for a pupil in their EHCP, SEN Personal Profile or short-term IPP. This will include:
  - Parents' Evenings (3 times a year)
  - School Reports (June)
  - EHCP Reviews- formally, at least annually.
- Reviewing progress towards National Curriculum objectives. If a child's SEN provision is proving effective, this will result, in many cases, in a child making adequate progress against National Curriculum objectives. (This may not be the case where children are identified, usually through an Educational Psychology assessment, as experiencing cognitive difficulties whereby they are recognised to learn at a slower rate to other pupils the same age).

If the progress made by a child or group of children is identified as to not being adequate, further investigation as to why should be sought- by the class teacher, SENCO and SLT. Such information may indicate issues with:

- The effectiveness of an intervention
- The frequency with which support for a pupil is not occurring as planned
- The generalisation of skills learned in targeted intervention into everyday use by a pupil
- The suitability and efficacy of differentiation taking place for a pupil.

All these issues are discussed by the SLT in termly pupil progress meetings.

If a child with SEN does not make expected progress, and consideration as to why has been given, further support and advice from outside agencies may be needed, and as such the cycle of assess, plan, do, review begins again.

## Ending SEN Support

When specific provision has been successful, and a pupil is now working within National Expectations, OR the progress made over a Key Stage is within National Expectations, they should be removed from SEN Support. They will continue to access monitoring to assess on-going progress.

## Supporting Pupils and Families

School seeks to have an 'open door' policy, and staff will try to accommodate if parents/carers request to speak or see them. If the member of staff requested is unavailable, or the conversation is of a confidential nature or requires further discussion, another meeting can be arranged at a mutually-convenient time.

## Local Offer

The Local Authority give a great deal of information about services and support for SEND at:

[www.localoffer.cumbria.gov.uk/](http://www.localoffer.cumbria.gov.uk/)

Our school has an SEN information report, in line with the Children and Families Act 2014, at:

[www.stgeorges.cumbria.sch.uk/](http://www.stgeorges.cumbria.sch.uk/)

A printed copy is also available on request at the school office.

## Admission Arrangements

Our admission arrangements are in full agreement with the LA's policies on admissions; a copy is available on request.

## Access arrangements and transition

The Inclusion Manager oversees access arrangements which need to be put in place to allow pupils with SEN to partake in national curriculum SATS tests at the end of Key Stage 2, and other formal assessment procedures such as the Year 1 phonics screening. Where it is necessary to dis-apply a pupil, or collate evidence to demonstrate need for particular arrangements, for example enlarging the paper, this will be overseen by the SLT and Inclusion Manager.

Transition between classes, key stages and schools is a challenging time for all pupils, and especially those with additional needs and/or SEN. Therefore steps are taken to enable this transition to be as smooth and positive as possible- for the pupil and their family. Actions which may be planned to achieve this are outlined in greater detail in the school's Information Report/Local Offer, see appendix 8.

## Supporting pupils with medical conditions

School recognises that pupils with medical conditions have a right to be properly supported to enable them full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010. Some children will have their medical conditions recognised within a Education, Health and Care (EHC) Plan (a Statement of SEN). See also the school's 'Supporting Pupils with Medical Conditions Policy'.

## Monitoring and Evaluation of SEN

To ensure the quality of our SEND provision, the school conducts regular audits involving the Inclusion Manager, the SEN governor, and Headteacher and SLT. This can involve:-

- lesson observation, learning walks
- observation of interventions
- scrutiny of books, planning, Individual Pupil Plans
- data analysis of targeted intervention and progress of pupils with SEN
- pupil progress meetings
- seeking of parent/pupil/staff views
- monitoring staff CPD

In addition, the school is linked to local collaborative of Headteachers and SENCOs, the Cumbria Alliance for School Leaders (CASL), and Local Alliance for School Leaders. These provide opportunity for the sharing and auditing of SEND provision. Where appropriate, triangulation of the above areas will take place between schools, to allow moderation and shared evaluation.

## Training and resources

Funding for pupils with SEND is drawn down from three areas:

- Schools Block of the Designated Schools Grant Funding
- Notional SEN budget allocated through AWPU
- High Tariff Needs Funding (HTN), for those pupils with a Statement/EHCP.

Training needs of staff and the school are identified through the School Improvement Plan, the appraisal cycle and individual pupil needs, for example, a Teaching Assistant given training in Autistic Spectrum Conditions. Training takes a variety of forms, including INSET and attendance at courses. All teachers and support staff undertake induction on taking up a post so that they understand the structures, systems and practice within the school. The SENCo accesses CPD as necessary and attends network peer to peer training through staff meetings, and peer coaching on one-to-one basis, professional conversation and dialogue, peer paired learning visits, observations of colleagues in other schools, collaboration and networks with other schools.

The school has full NASEN membership, and staff read widely. The school has links with many agencies, including – Educational Psychology; Specialist Advisory Teachers in Speech and Language, Autism, Early Years, Specific Learning Difficulties, Severe Learning Difficulties, Sensory Impairments; School Health; Health Visitor, Speech and Language Therapy; Occupational Therapy; Physiotherapy; Action for Children; Focus Families; Child and Adolescent Mental Health Services (CAMHS).

## Roles and Responsibilities

### The Governing Body

- Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs.
- Ensures all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the School's SEN policy
- Have a named Governor for Special Educational Needs; this is Amanda Rooney

### The Headteacher

- Keeps the governing body fully informed in all aspects of the School's work, including provision for children with SEN.
- Works closely with the School's Inclusion Manager, and meets regularly with them to support them and drive improvement
- Monitors and appraises the work of the Inclusion Manager

### The Inclusion Manager (SENCO)

Working closely with the Head teacher, Senior Leadership Team and teachers will:

- Be closely involved in the strategic development of the SEN Policy and provision to raise the achievement of pupils with SEN.
- Have responsibility for the day-to-day operation of the School's SEN Policy, and for co-ordinating provision for Pupils with SEN.
- Work closely with staff, parents/carers and other agencies.
- Seek to develop effective ways of overcoming barriers to learning.
- Be involved with monitoring the standards of pupil's achievements and in setting targets for pupil improvement.
- Oversee the SEN records on all pupils with SEN.
- Contribute to the in-service training of staff.
- Liaise with external agencies including the LA Support Services; Educational Psychology Services; Health and Social Care and voluntary bodies.
- Manage the High Tariff Needs Top up Funding by assessing additional needs against agreed criteria in order to secure appropriate funding for SEN.
- Assist with, monitor interventions and map progress.
- Monitor, evaluate and report regularly to Head.

### The Local Authority

The Local Authority has adopted a largely consultative model; they will carry out appropriate assessments which school staff are not qualified to conduct. Request for such assessment and advice is made through a SEND Early Help Assessment. They are also responsible for coordinating support accessed through the Cumbria Alliance for School Leaders and it's associated Local Alliance for School Leaders.

### Class Teachers

- All teachers are teachers of all children
- High Quality First Teaching is the cornerstone to effective SEN progress
- Must fully involve the parents at all stages of the process.
- Must make parents aware that their child has difficulties at the earliest opportunity.
- Must ensure they have parental consent before taking action relating to SEN provision.
- Have responsibility for the provision of work, activities and assessment related to the targets on a child's Personal Profile and IPP, and also keeping any teaching assistants fully informed about the needs and progress of the pupil.
- Have responsibility to involve the pupil and encourage as much participation as possible in his/her reviews and development targets.

## Support Staff

- Many teaching assistants are trained to deliver specific interventions, all have an understanding of using a Precision Teaching approach. They are monitored by Class Teachers and the Inclusion Manager.
- Are expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND.
- Are expected to attend and contribute to the weekly class team meeting (see section 4.3), as well as maintain IPP records and evidence.
- Are expected to contribute to discussions and record keeping related to statement and EHCP Annual Reviews.
- The contribution by support staff in the day-to-day implementation of the SEN Policy is highly valued and forms a crucial part of the success of the Policy.
- In line with the SEN Code of Practice, the class teacher is the first port of call for the teaching assistant to discuss issues relating to pupils with SEN, although support staff are encouraged to discuss issues relating to SEN with the Inclusion Manager.
- Monitoring suggests that where there is strong liaison between class teacher, teaching assistant and the Inclusion Manager, the needs of pupils are met more effectively.

## Storing and managing information

Information collected about a pupil's SEN is confidential and will only be communicated to people involved with the knowledge and agreement of the pupil's parents, the Headteacher or the Inclusion Manager, unless the school has Safeguarding concerns. Information should be held electronically wherever feasibly possible; this is because of the difficulties arising from paper copies being mislaid, and also because the Local Authority encourages submissions for requests for support, assessment and advice to be made electronically through the school's secure 'portal'. Electronic copies of confidential information regarding a pupil's SEN are kept on the school's Inclusion drive of the password-protected staff area of the server.

To access a file, follow the path: My Computer > Inclusion > Cohort Records > Year X > Pupil's Name. Paper copies of confidential information regarding a pupil's SEN is kept in the pupil's SEND file. These are stored in the filing cabinet in the Inclusion office in 'the cottage'. If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly.

Class Inclusion Files are stored to hand in classrooms. They must contain copies of:

- Education and Health Care Plans; Individual Health Care Plans.
- SEND Personal Profiles and Individual Pupil Plans for all SEN pupils
- Timetable of support- how support staff are being deployed, when targeted intervention is taking place
- Behaviour Management Plans and associated Chunking charts (see Behaviour Policy).
- Other prompts to aid discussion/concerns e.g. initial concerns checklist, weekly meeting discussion prompts.

The SENCO keeps a file with copies of IPPs and paper records of Intervention Programmes and relevant assessment data. This is also held electronically on the School's Network wherever possible. Please also refer to the school's policies on Information Management and Confidentiality.

## Reviewing the SEND Policy

The school's SEND policy will be reviewed annually, in line with advice from NASEN.

## Accessibility

In accordance with the Disability Discrimination Act, and as amended by the SEN and Disability Act 2001, we as a school have a duty to:

- Plan to increase over time the accessibility of the school for disabled pupils and to implement this plan.
- Adhere to the Local Authority's accessibility strategies which cover the maintained schools in the county by producing a written accessibility plan.

We believe the imperative to identify and remove barriers to learning is embedded in our school's ethos, and this informs and effects our current targets and strategies within our accessibility planning. Access for disabled pupils, and for disabled members of the wider school community is promoted by:

- Physical improvements to the accessibility of the building and environment; our £3 million rebuild went a very long way to meeting and exceeding current legislative requirements, meaning our school is fit for purpose as an inclusive learning community which is fully accessible to people of all levels of mobility.
- The purchase of appropriate physical aids and technology to enable and promote access for disabled pupils.
- A commitment to enabling and adapting for learners with disabilities, so they can access the school curriculum in an appropriate way.
- Having free access to a wide range of after-school clubs for pupils, whatever their ability.
- Ensuring that whenever possible, adaptations are made to school visits, cultural activities etc, so that disabled pupils can be fully involved and included.
- Planning to make written information provided by the school easily accessible by making reasonable adjustments such as by using easy-to-read font, using a reduced glare background on projected pages (e.g. on Interactive Whiteboards), using coloured filters and paper for pupils who may experience visual discomfort from looking at black text on a white background, checking the readability statistics of letters and texts written.
- Providing supportive structures and strategies to promote independence and access for disabled pupils, for example visual supports, timetables, alternative means of recording ideas.

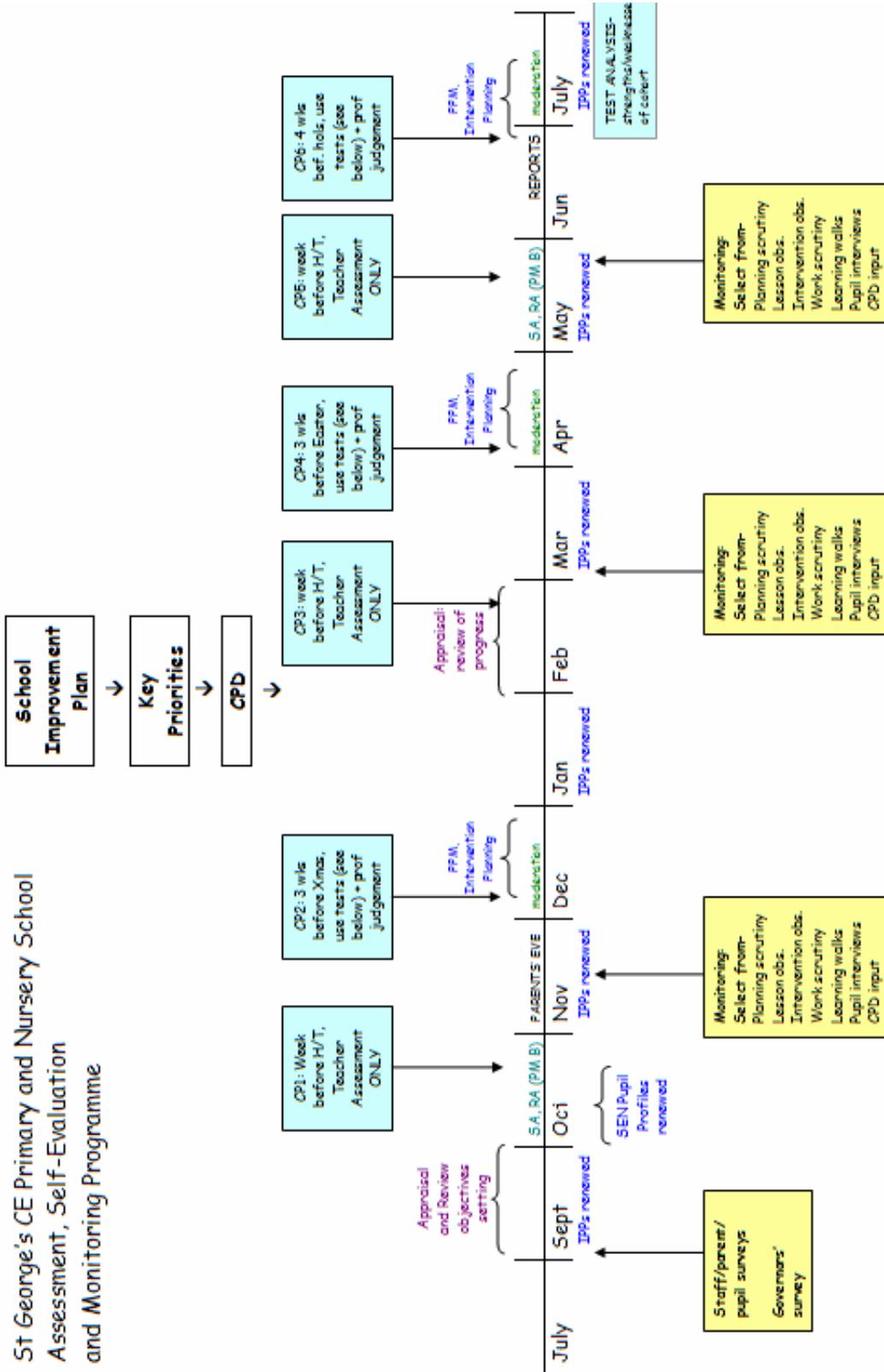
Please also refer to the school's Accessibility Plan

## Dealing with complaints

The Head teacher and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's additional/SEN provision. They should first request a meeting with the class teacher. Should this not prove satisfactory the next step is to arrange a meeting with the Headteacher and SENCO, when the issues can be discussed and rectified. If there is still cause for complaint it will be forwarded to the Chairman of Governors and the correct procedures will take place in accordance with the Cumbria Local Authority Schools' complaints procedure. A copy of the school's complaints procedure is available on the website.

APPENDICES

APPENDIX 1: ASSESSMENT AND REVIEW CYCLE



## APPENDIX 2: INITIAL CONCERNS CHECKLIST

 <b>St George's CE Primary and Nursery School</b> <b>INITIAL CONCERNS CHECKLIST</b>		Name			
Attendance/lateness %		Date completed		1 2 3 4 5 6	
Previous schools/ date of entry		Medical Information			
PHOTO	Current Attainment and Progress	Re	Previous Key Stage	Current Level	Target end of KS2
		Wp			
		Ma			
Progress Summary					
Specialist Services involved to date: Health, Education, Social Services: -					
Baseline information- provide detail where there is an area of relative strength or difficulty					
Language	Speech Sounds-				
	Expressive-				
	Receptive-				
	Social and Functional-				
Literacy	Phonic phase- reading-				
	Phonic phase- spelling-				
	HFW known- reading and spelling-				
	Comprehension skills-				
	Book band level-				
	Letter formation-				
Example of free writing attached?					
Number and Calculation	Number recognition to...				
	Numbers pupil can count to forwards/backwards				
	Numbers pupil can confidently calculate within +/-10/-				
Behaviour for Learning	Concentration-				
	Cooperation-				
	Independence-				
	Engagement-				
	Confidence-				
	Self-esteem-				
	Organisation-				
Self-control-					
Recorded example of behaviour concerns attached?					

<b>Differentiation in place over time</b> <small>What action has already been taken through curriculum differentiation to address the child's needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of equipment and aids in place, with outcomes?</small>	
Differentiation	Impact- progress and inclusion
Fine/gross motor skills	
Parents' and pupils' perspectives on child's strengths/additional needs <small>Summarise information from discussion</small>	
Parents/carers Have concerns been shared to date?	
Pupil	
Additional observations	
List individual assessments completed to support identification of need, including behaviour plans. Include standardised assessments (reading/spelling age as well as criterion-referenced assessments)	
Test, date	Outcome
Outcome of meeting to consider placement on school's SEN record	
Agreed action	
-further assessment required	
-further modification to teaching approaches etc	
-targeted provision at School Support on SEN register	
-Who else to share pupil's strengths and needs with	
Class teacher	Date of next review
Inclusion Manager	

Form adapted from 'MASEN Initial Concerns Checklist' Jan 2010

APPENDIX 3: SAMPLE PERSONAL PROFILE FOR SEN

 <b>St George's CE Primary and Nursery School</b> <b>SEN Support Profile 2014-15</b>		<b>NAME</b> <b>Year X</b>		
<b>PHOTO</b>	<b>Current Attainment and Progress</b> <small>Current Attainment and Progress</small>	Previous Key Stage	Current Level	Target end of KS2
		Reading		
		Writing		
	Maths			
<b>SEN Category, Areas of need and support</b>				
's views: how I like to learn, how you can help:				
'parents' views on how best to meet his needs:				
<b>Strengths</b> (Includes from EP, SATS report if in place)				<b>Key Worker:</b> Outside agency support: From: - -
<b>Strategies</b> (green - all children, purple - SEN provision)		<b>Challenges</b> (Includes from EP, SATS report if in place)		
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		
<b>Long term aims</b> (Includes from EP, SATS report)		<b>Shorter term aims</b> (Includes from EP, SATS report)		
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		

APPENDIX 4: INDIVIDUAL PUPIL PLAN (BLANK)



INDIVIDUAL PUPIL PLAN (IPP) - 6 week duration

NAME		TEACHER:	
YEAR	HLTA/STA(s) DELIVERING IPP	DATE STARTED	
		DATE ENDED	
ASSESSEMENT OF NEED <small>(Brief summary of what pupil can do PLUS specific point of difficulty)</small>	TARGET/SPECIFIC LEARNING OBJECTIVES	STRATEGIES	EVALUATION

## APPENDIX 5: TESTING THE TEACHING AND LEARNING: WEEKLY MEETING PROMPT

### Testing the Teaching and Learning

These are some questions that class teachers can draw on, with any support staff, when reflecting on how successful day-to-day teaching and learning are for pupils with identified SEN. They are also useful questions to address as part of a lesson study/learning walk focused on pupils with additional needs.

- Has the adult support been effective in enabling planned objectives to be met?
- Are the skills that are being developed in targeted provision transferring back in class/across the curriculum?
- Are pupil confidence and self esteem healthy?
- Is behaviour for learning appropriate/improving?
- Are the pupils on track to meet targets set?
- Have they had the opportunity to work in a variety of groups this week?
- Have they had an equal amount of teaching input this week?
- Are there any emerging gaps in/barriers to learning that need to be investigated further?
- Have they been able to work effectively with peers?
- How engaged are they in the learning?
- How independently are the pupils able to work? Is this improving?
- How well and how often are the planned learning objectives being met?
- Has the adult support been effective in enabling them to meet planned objectives?
- Are they developing a keen awareness of their strengths, areas of need, and what strategies and approaches to learning can they utilise to enable them to achieve their goals?

## APPENDIX 6: TIMETABLE OF SUPPORT (SAMPLE)

	Before school	8.55 - 9.15	9.15 - 10.15	10.15 - 10.45	10.45 - 11.00	11.00 - 11.15	11.15 - 12.00	12.00 - 12.30	12.30 - 1.15	1.15 - 2.15	2.15 - 3.15	3.15 - 4.00	4.00 - 5.00
<b>Mon</b>		Handwr	Literacy	BigMath		SWIMMI	N6	Class Bk	LUNCH	Maths	RE	StaffMtg	
Daphne	BfastC	General Class su	1:1 class support	1:1 Prec Teach Bill L	A	SWIMMI	N6 1:1 support	1:1 Prec Teach Jenny M	LUNCH	1:1 class support	General class supp	Staff Mtg	
George		General Class su	HA booster	General class su	S	SWIMMI	N6	Display work/gen	LUNCH	LA maths-class supp			
					S								
					E								
<b>Tue</b>		Handwr	Literacy	BigMath		BREAK	Maths	Maths		History	PSHE		
Daphne		General Class su	1:1 class support	1:1 Prec Teach Bill L	M	Break duty	1:1 class support	1:1 class support	LUNCH	General class supp	Resource prep	Study Club	
George	Bfast C	General Class su	HA booster	General class su	Gui. Read	BREAK	LA maths-class supp	LA maths-class supp	LUNCH	Social Skills Grp	General class supp		
					L								
					Y								
<b>Wed</b>		Handwr	Literacy	BigMath		BREAK	Maths	Class bk		PE	French	Class Mtg	
Daphne		General Class su	1:1 class support	1:1 Prec Teach Bill L	Vocab 1:1	BREAK	1:1 class support	1:1 Prec Teach Jenny M	LUNCH	PPA COVER	PPA COVER	Class Team Mtg	
George		General Class su	HA booster	General class su	Gui. Read	BREAK	LA maths-class supp	Readers	LUNCH	General class supp	General class supp	Class Team Mtg	

## Further information

For St George's CE Primary School's School Information Report on SEN, please refer to [www.stgeorges.cumbria.sch.uk](http://www.stgeorges.cumbria.sch.uk), our school website. For the local offer that Cumbria County Council provides for meeting the needs of children with Special Educational Needs and Difficulties, please refer to: <http://search3.openobjects.com/kb5/cumbria/fsd/home.page>.