

**St Lawrence C of E (Aided) Junior School**  
**Special Educational Needs / Disabilities Policy**

**Inclusion Leader: Mrs A Uwai**

- National Award for Leadership and Management of Special Educational Needs / Disabilities
- Member of the Senior Leadership Team (SLT)
- Deputy Designated Safeguarding Lead (DSL)

Following the SEN/D Code of Practice 0-25 2015, with an aim of collaboration, this policy was created by the Inclusion Leader with the SEN/D Governor in liaison with the SLT, all staff and parents of pupils with SEN/D.

**Mission Statement**

We believe that every teacher is a teacher of every child or young person including those with SEN/D.

**Aims and Objectives**

Our staff aims to:

- Build the self-esteem of all children at St Lawrence
- Enable every child at St Lawrence to achieve their potential
- Ensure that all children, in line with the equal opportunities policy, have access to a broad and balanced curriculum through the National Curriculum
- Foster respect for each other and themselves
- Involve children in their own learning and assessment of their progress
- Involve all parents in the education of their children by being actively involved with the implementation of programmes of support and in any decision-making process
- Assist in ensuring that the Headteacher and Governors maintain an overview of the provision made within school.

In order to meet the aims outlined above, the staff at St Lawrence School will:

- Identify those children with Special Educational Needs / Disabilities,

- Provide for the needs of all pupils
- Provide advice and support programmes to enable children to make progress
- Monitor and evaluate the children's progress
- Obtain advice from outside agencies when necessary

### **Meeting the children's needs**

All children are entitled to a broad and balanced curriculum. At St Lawrence we aim to offer excellence and choice to all our children whatever their ability or need. The curriculum is differentiated to enable children to enjoy their learning, and experience success and achievement.

Teachers will use a range of strategies to meet the needs of all children and their different learning styles. Lessons will have clear learning intentions and success criteria. There will be continuing teacher assessment to inform the next stage of learning.

Following the reforms made by SEN/D '14, Individual Education Plans (IEPs) now form part of a SEN/D Support Arrangement (SSA) document which is written for all pupils with SEN/D. SSA's are created by pupils, teachers and support staff in collaboration with parents with an aim to provide one document highlighting a pupils SEN/D, their provision and targets. This document is updated annually with all parties involved. SSA's are stored electronically by the Inclusion Leader and teaching staff with copies being distributed to parents. IEP's form one section of a SSA and these are updated termly by pupils, staff and parents.

IEP's will employ a 'small achievable steps' approach and these will form a significant part of the provision in the school. Through the IEP targets, children are able to monitor their own progress and experience success. Where possible, children will remain within the classroom situation, sharing the same experiences as their peers. However, there will be times when to maximise learning the children will work in a one-to-one or small group situation outside of the classroom. At other times they will work within a small group in the classroom on a task which is differentiated appropriately to meet their learning needs.

The school takes reasonable steps to ensure that it does not discriminate against any disabled child or any child on the Special Educational Needs register. All children will be entitled to full involvement in all that the school offers. Special arrangements may need to be made to ensure that this takes place.

## **Responsibility of the Inclusion Leader**

The Inclusion Leader is accredited in leading and managing SEN/D and has undertaken training to cover a wide range of aspects of Special Educational Needs / Disabilities. The Inclusion Leader currently has set release time commensurate with the needs of the school:

- Coordinating provision within the school
- Liaising with and advising teachers, including identifying and addressing training needs
- Managing and advising teaching assistants for their role in the classroom, including identifying and addressing training needs when necessary
- Performance managing the teaching assistants (with input from teachers and SLT)
- Maintaining and monitoring records including the SEN/D register, SSA's, IEP's, Education Healthcare Plans (EHCP) and parent and pupil interview records
- Liaising with parents of children with SEN/D
- Maintaining and updating resources and supporting classroom teaching
- Liaising with outside agencies including Educational Psychologists (EP), Specialist Teachers for Inclusive Practice (STIPS) which include Language & Learning Support (LLS), Behaviour Support (BS) and Central Surrey Health Services (Occupational Therapy, Speech and Language Therapy)
- Monitoring and liaising with the Home School Link Worker (HSLW)
- Monitoring and liaising with the Valley Trust School Counsellor (SC)
- Monitoring and liaising with the Emotional Literacy Support Assistants (ELSA)
- Monitoring and evaluating targeted intervention support (large/small groups and one to one) delivered in school by teachers and support staff and communicating intervention information with parents
- Monitoring and evaluating SEN/D provision and reporting to the governing body termly
- Liaising with feeder schools and with secondary schools

- Monitoring SSA's and IEP's for pupils with SEN/D and advising and supporting staff in their implementation
- Liaising with the SEN/D governor
- Communicating SEN/D Information Report via the school website (updated annually)
- Communicating SEN/D updates, news and information via the school newsletter, bulletins and noticeboard

### **Identification of pupils with SEN/D**

Pupils with SEN/D are identified at St Lawrence through:

- Liaison with previous infant schools (or previous school if joining in Years 4, 5 or 6) who provide relevant information
- Assessment tests administered during the summer term in Years 3, 4 and 5
- Teacher and Teaching Assistant observation and assessment throughout the year
- Concerns expressed by parents
- In discussion with EP and/or STIPs or Health Professionals
- Assessment by the Inclusion Leader

### **SEN/D Support (SS) in School**

Where a pupil is identified as having SEN/D, staff aim to remove barriers to learning and put effective provision in to place. In line with the **SEN/D Code of Practice 0 – 25 2015** this takes the form of a four-part cycle: Assess, Plan, Do and Review enabling a graduated response to meeting the needs of pupils with SEN/D.

There are three 'waves' of provision to meet the needs of pupils with SEN/D. Each 'wave' is implemented by Teachers and Teaching Assistants. Provision is monitored by the Inclusion Leader with advice sought from Outside Agencies where necessary.

Wave 1 – Quality First Inclusive teaching for all pupils

Wave 2 – Short-term Targeted Interventions

Wave 3 – Long-term support, personalised provision

In order to meet the criteria for SS, it must be evident that pupils require support *in addition* to current Wave 1 classroom provision such as differentiation,

teacher/ teaching assistant support, use of additional resources etc. If a child's needs can be met in the classroom then they **will not** be offered additional SEN/D support.

There are four categories of provision within each 'wave'. These are known as 'Dimensions of Need'. Pupil's needs are identified under a specific 'Dimension of Need', and support is implemented accordingly. Pupil's needs may fall into more than one dimension of need or indeed all four:

- Social, Mental and Emotional Health
- Sensory and Physical
- Cognition and Learning
- Communication and Interaction

If a teacher or the Inclusion Leader feels that the child meets the criteria for SS then the following steps will be taken:

- The class teachers record their concerns and discuss with the Inclusion Leader
- The Inclusion Leader will observe the child in class and may complete diagnostic assessments (where applicable) in order to gain further information about the child's strengths and areas for development
- The school informs parents
- Appropriate action/support is discussed with the parents, the child, and staff who support the child
- The child is placed on the SEN/D register under the code SS
- A SSA document will be created by the teacher, Teaching Assistant, child and parents
- An IEP will be devised by the class teacher and teaching assistant working with the child (with advice from Inclusion Leader). This will involve class-based intervention. Targets will be specific and short-term and will be reviewed on a termly basis.

If the child continues to meet the criteria for SS, then the SSA and IEP's will continue until enough progress has been made and the child no longer fulfils the criteria. At this point they will be taken off the Special Educational Needs / Disabilities register, but will continue to be monitored by teachers and teaching assistants working with them.

## **Dyslexia**

Our staff do not have the training or qualifications to **diagnose** a child with Dyslexia. In addition, Surrey CC Outside Agencies will not diagnose a child with Dyslexia. However, we will support and make provision for pupils with

Dyslexia or Specific Learning Difficulties as detailed above under SEN/D Support (SS) in school. Should a child be diagnosed with Dyslexia by a private Outside Agency, we are not under any obligation to follow the recommendations made.

### **School request for Education Health Care Needs Assessment**

For a very few pupils, the help given by schools through SS may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask Surrey County Council to initiate an assessment for an Education Health Care Plan (EHCP). This is only necessary / applicable: **'Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress.'** (COP 6.63)

The child will continue to be supported at stage SS during this process. If Surrey County Council considers that the child has met the criteria, an EHCP of the child's needs and allocated provision will be presented.

### **Children with an EHCP**

A child who has an EHCP will have termly IEP's with specific targets set which will be reviewed each term. There will be a formal review meeting (annually) where evidence will be collected from all those involved in the support of the child. Current levels of attainment will be recorded from both teacher assessment and test results. The parents will be given copies of the reports and will be asked to submit their own views. The child will also be involved in this process by writing or dictating their views on their progress and they will be invited and encouraged to attend the review meeting.

The review will also consider whether the child has made sufficient progress for the EHCP to cease. All documents will be submitted to the child's case officer at the Local Authority and amendments to the EHCP will be made where applicable.

### **Staffing**

All teachers are encouraged to further their knowledge of SEN/D issues. This may be through staff meetings led by the Inclusion Leader or by another professional from an outside agency. Teachers and Teaching Assistants are made aware of training courses which may enhance their teaching to meet the needs of all children.

At St Lawrence we currently have 10 Teaching Assistants who work with children who are on the SEN/D Register. Under teacher's guidance, their work involves helping to assess the children, working with them on specific targets (taken from their IEP's) and working with children on a one to one and group basis.

Teaching assistants may be given training by the Inclusion Leader or by a member of an outside agency. They are given the opportunity to attend relevant courses run by the Local Authority and by the Guildford Diocese.

As well as those employed directly by the school, we also have access to other professionals in the form of the EP and STIPs team. This team is made up of professionals from outside agencies that can come into school to work with children to assess them and provide teachers with programmes of work and ideas to support them. The EP and STIPs team also provide training for staff in different areas of SEN/D.

The school receives a small amount of allocated time from members of the Surrey Children's Service and pays for additional visits.

There are regular visits from:

Behavioural Support Service  
Educational Psychology Service,  
Educational Welfare Officer,  
Race and Ethnic Minority Association (English as an Additional Language)  
Learning and Language Support Service,  
School Medical Service  
Physical & Sensory Support Service,  
Speech and Language Therapy Service  
Occupational Therapy Service  
Linden Bridge Outreach Service for Autism

In addition, St Lawrence fund the services of a:

Home School Link Worker  
School Counsellor (through Valley Trust)

### **'SEND Information Report' and Facilities for SEN/D**

Current facilities and resources are detailed specifically in our 'SEND Information Report' which is on the school website.

St Lawrence has several group teaching rooms with allocated time for teaching pupils with SEN/D which enables groups of children to be withdrawn from class when necessary and taught in a smaller environment. A large variety of specialised resources are available to support the specific needs of the children, these can be accessed by Teachers and Teaching Assistants at any time.

The brand new state-of-the-art school has wheel-chair access to all classrooms (via a lift to the 2<sup>nd</sup> floor) and also has a toilet on each floor for the disabled. Each classroom has a carpet which helps children with hearing difficulties by cutting out some of the background noise.

We also have Soundfield systems fitted in all 12 classes to support pupils with hearing impairments.

### **Admission arrangements**

The school has an inclusive policy for education and provides for children with a wide range of abilities/difficulties. Places for children with or without a special educational need and/or disability are allocated in line with the whole school admissions policy drawn up by the governing body.

### **Funding**

Details of how the SEN/D budget is deployed are detailed in the annual audit for the County.

The Inclusion Leader is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs. This is overseen by the Headteacher and School Business Manager.

This will involve:

- The deployment of Teaching Assistants to work with children on the SEN/D register.
- The purchasing of additional resources to support the children in their learning.

Funding will be topped up with money from the school budget and the resources purchased will be evaluated at the end of each financial year, in line with school policy.

The Headteacher will inform the governing body of how the allocated funding has been employed and they will monitor its effectiveness.

### **Responsibility of the Governing Body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with SEN/D. It monitors the success of the schools provision for pupils with SEN/D and parents are informed through the school profile.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEN/D. This governor ensures that all governors are aware of the school's SEN/D provision, including the deployment of funding, equipment and personnel.

### **Disputes**

We aim to work closely with parents. Should a complaint arise regarding any aspect of SEN/D provision, the complainant should follow the school's

complaints procedure which is in line with Surrey County Council policy. Initially this will be directed in the first instance to the class teacher who will then refer to the Inclusion Leader.

### **Partnership with Parents**

We encourage an active partnership through an ongoing dialogue with parents. SEN/D concerns may be raised by either parents or the school. Initially parents may make their concerns known to the class teacher who in turn will refer these to the Inclusion Leader. Parents have much to contribute regarding support for children with SEN/D and we welcome their continuing input into supporting their child(ren).

If a concern has been raised by the class teacher or Inclusion Leader then parents will be informed at the earliest opportunity to alert them of the concerns and enlist their active help and participation. A record is kept listing the main points of meetings with parents, noting any proposed action. The Inclusion Leader, Headteacher and/or outside agency support staff may be involved in these discussions as necessary.

Termly reviews of IEP targets occur and the setting of new targets. This evaluation and decision-making process is shared with the parents and the child. We inform and involve the parents in any targeted intervention support group by letter at the start of each term. SSA's are updated annually in collaboration with parents.

Surrey County Council offer a 'Surrey SEND Information, Advice and Support Service (SSIASS)'. This scheme provides information and support from an independent person if required. Details can be obtained directly from Surrey County Council.

### **Links with other schools**

Our Inclusion Leader liaises with SENCO's from the feeder schools during the summer term prior to the child's entry to St Lawrence. The Inclusion Leader also liaises with the SENCO's of secondary schools to discuss those children who are transferring who have SEN/D. Records detailing the current provision for each child, SSA's, IEP's and any input from outside agencies are passed to the relevant school. Information may also be passed electronically between schools.

We have links with Linden Bridge School through Outreach Teachers who offer support for children with Autistic Spectrum Condition. With the parent's consent, Outreach Teachers may be invited to visit St Lawrence and observe the pupil in their classroom setting offering advice and support for Teachers and Teaching Assistants.

Last reviewed: November 2018  
Next review date: November 2021

