



**Article 2** (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 3** (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 12** (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**Article 23** (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

**Article 28** (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



## St Leonard's Primary School

# Special Educational Needs and Disability Policy

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**St. Leonard's Primary School**  
**Special Educational Needs Policy**

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The way in which provision and support is made for children and young people with special educational needs and/or disabilities in England has been given a high prominence.

Legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, were replaced with an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Staffordshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

## **Our Mission Statement**

St. Leonard's Primary School - "Where everyone is valued and together we seek excellence."

St. Leonard's Primary School aims to provide a safe and supportive environment for learning and development in which our children will be stimulated to achieve their full potential.

We hope that our children will find their days in school enjoyable as well as challenging and that they will value their role in our vibrant school community, both now and in future years, when remembering their time with us.

### **Inclusion Statement:**

"An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools (Evaluating Educational Inclusion 2001)."

At St. Leonard's Primary School we:

- Believe all children should have an equal opportunity to attend our school.
- Value every individual and celebrate their achievements.
- Ensure policies and systems are in place to promote inclusive provision and practice.
- Identify and respond to our children's individual needs.
- Identify and overcome barriers to learning for groups and individuals.
- Set suitable learning challenges for every child.

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

### **Aims**

Our overall aim is to ensure that all children maximise and achieve their true potential both academically and socially by providing an education of the highest quality. In order to achieve this, we aim to support and develop our pupils in the following ways:

- by creating an ethos of care, understanding, mutual respect, understanding and cooperation, throughout the whole school community and beyond, with everyone valued equally.
- by providing effective and stimulating teaching and interesting and enjoyable learning experiences which meet all of the requirements of the National Curriculum and which encourage children to be independent, lifelong learners;
- by creating a calm, secure, well-structured positive learning environment based on high expectations, where each child should be able to learn and each teacher can teach without interruption from others;
- by developing positive partnerships between home, school, church and community, with regular communication and dialogue;
- by regularly celebrating the work and successes of our school community, therefore raising self-esteem;
- by ensuring that everyone has an equal opportunity to attain their full potential, regardless of their gender, faith, culture or ability.
- We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

### **Objectives for the provision for pupils with SEND**

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years' settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous

monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Schools and Families Specialist Service (SSFS), Educational Psychology Service, Speech and Language Therapy, Children and Adolescent Mental Health Service CAMHS. Network of SENCOs, SENSS and Autism Outreach Team.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, after school clubs and play leaders in the playground.

### **Identification, Assessment and Provision**

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

At the heart of all our classes is a continuous cycle of planning, teaching, assessing and reviewing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

### **A graduated approach: High Quality Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.

i) Parent's evenings are used to monitor and assess the progress being made by children.

### **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part 'Graduated Approach' process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

We will assess each child's current levels of attainment on entry in order to ensure that we build upon the pattern of learning and experience already established during the child's past. If the child already has an identified SEN, this information may be transferred through Early Years Action and Early Years Action Plus from the Early Years setting and the SENCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;
- Involve parents/carers in implementing a joint learning approach at home.

The identification and assessment of the SEND of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEN.

In order to help children with SEN, we will adopt a graduated response that recognises there is a continuum of SEN and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. We will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available when needed. If we refer a child for an Educational Needs Assessment, we will provide the local authority with a record of our work with the child including the arrangements we have already made.

#### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.



### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. These will be outlined in a personalised learning plan (PLP).



### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.



### **Review**

Reviews of a child's progress will be made regularly (termly). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **Co-ordination of Provision**

This policy will be implemented by all staff in this school and it is therefore important that all involved are aware of the arrangements we have made for special needs. It is intended that the SENCO and the class teachers should work closely with each other so that a child with possible learning needs is identified early and placed on a class 'monitoring - concern list'.

Children at St. Leonard's Primary School can be on varying stages within our provision for SEND.

### **Types of Special Education Need (SEN)**

SEND is divided into 4 types:

- **Communication and Interaction**

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

- **Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- **Social, mental and Emotional Health.**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- **Sensory and/or Physical Needs**

This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The St. Leonard's Primary School SEN Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Staffordshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision



## **The role of the SENCO at St. Leonard's Primary School**

The SENCO is Mrs Claire Callaghan

They work alongside the SEND/Inclusion Governor Mrs Lesley Howell.

The SEND Coordinator (SENCO) responsibilities include:

- overseeing the day-to-day operation of our SEND policy;
- coordinating provision for children with SEND;
- liaising with and advising members of staff;
- contributing to the management of teaching assistants;
- overseeing the records of all children with SEND;
- liaising with parents of children with SEND;
- contributing to the training of all members of staff;
- liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies.

### The Role of the Headteacher

The Headteacher has the responsibility for:

- Day-to-day management of all aspects of the school's work, including the provision for children with Special Educational Needs.
- Keeping the Governing Body informed of SEND issues and practice.
- Working closely with the SENCO

### The Role of the Governors

St. Leonard's Primary School's Governing Body has important statutory duties towards children with Special Educational Needs:

- The Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEND children.
- The Governors ensure that objectives are set for SEND in the School Improvement Plan.
- Through the school's self-review process and evaluation of the SIP, Governors monitor the effectiveness of the school's SEND policy and provision.
- All Governors are kept informed of the school's SEND provision on a termly basis.
- The Governing Body will report annually to parents on the school's SEND Policy and practice.
- The named Governor for SEND in this school is Mrs Lesley Howell.

## **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **Monitoring Children's progress and evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an individual class action plans, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

## **There are three levels of support for SEN pupils; wave 1, 2 and 3**

**Wave 1 Strategies: High Quality Teaching** – dyslexia friendly (buff paper, cream IWB backgrounds, reading overlays) visual timetable, signs and symbols for good looking, listening, sitting, stop prompt sign, triangular pencils and crayons, ergonomic pencils and pens, behaviour chart, phonics display and picture sound cards phonics mats, handwriting prompts, Vocabulary Conjunctions Openers Punctuation (VCOP) mats, High Frequency Word Display and mats, finger spacers, access to maths resources and prompts, carpet places, time out spot, sloped writing boards, EAL (English as an additional language) vocab where required, work stations for individuals, now and next boards, workstations, individual behaviour rewards and tracking.

**Wave 2 Strategies:** When a child with SEND is identified, the class teacher will provide interventions that are additional to those provided as part of our usual differentiated curriculum. The triggers for intervention through School Action will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English or arithmetic skills which result in poor attainment in some school curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in this school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, professionals from health or social services may already be involved with a child.

Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents/carers agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with staff and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

**Wave 3 Strategies:** The SEND Co-ordinator consults with relevant outside agencies and seeks advice, assessment and/or support. Outside agencies include:

- Education Psychology Service (EPS)
- Education Service for the Sensory Impaired (ESSI)
- Education Welfare Service
- Behaviour Support Service (BSS)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Physiotherapist
- School Health Service
- AOT (Autism Outreach Team)
- Children and Adolescence Mental Health Service (CAMHS)
- SEND Hub (specialist group of SENCOs/Headteachers working across the district)

The SENCO and class teacher will be provided with advice and resources to support the child from these outside specialists. These resources could be; additional teaching time, classroom assistance, new strategies or teaching aids. An Individual Learning Support Plan (LSP) is drawn up and implemented by school, parents and the pupil. After the period of support/resource allocation – a review of the child's progress must be made.

From the evidence the SEND hub will decide whether to recommend:

- a return to Wave 2 strategies if the progress criteria are met
- continued support with a new LSP for a fixed period
- request for an EHCP if the criteria are met. A LSP should be drawn up and implemented during the referral period.

### **Early Years (Wave 3)**

Early years includes children aged 3 – 5 years, therefore, it is part of the Early Years Foundation stage of education. The SEND Co-ordinator and class teacher continue to gather information about the pupil from school based assessments and observations, and discussions with parents and outside agencies who may have been involved. A LSP is written and implemented by the class teacher and parents. School staff (with parents where possible) review their progress at least termly and record this on an LSP evaluation. Where progress is made, the pupil may remain at Early Years Action with a new LSP target or return to the List of Concern. The SEN Co-ordinator consults with relevant external support services who can help early education settings with advice on new IEP's and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials and, in some cases, support for particular activities. If progress is unsatisfactory the strategies used in the LSP should be reviewed. The pupil may remain at Early Years Action Plus with a revised LSP further advice may be sought from outside agencies.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

- The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:
  - Parents
  - Teachers SENCO Social Care
  - Health professionals
  - SEND Hub

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Information sent may include:

- LSP's;
- Records of regular reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Attainment levels in literacy and numeracy;
- Educational and other assessments;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare services.

a. Following Statutory Assessment, an EHC Plan will be provided by Staffordshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

### **Inclusion of pupils with SEND**

The Head teacher, Inclusion Lead and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly meetings.

Advice will be sought from SENSS behaviour support service for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

### **Personal Learning Plans**

Strategies employed to enable the child to progress will be recorded within a Learning Support Plan (LSP). The LSP will include information about:

- the short-term targets set for the child;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- outcomes (to be recorded when LSP is reviewed).

The LSP will only record that which is additional to, or different from, the adapted/differentiated curriculum and will focus upon individual targets that match the child's needs and have been discussed with the child and the parents. The LSP will be reviewed as needed, but no less than once a term and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

## **Criteria for movement between stages**

The criteria for movement between the Stages are based on three key factors:

- (1) Progress
- (2) Severity
- (3) Complexity

### **Progress**

The progress that a child has made in response to the support provided through a personal educational plan is an important factor in deciding whether a child should remain on the same Stage or move to a higher or lower Stage. The degree of progress often reflects the effectiveness of different strategies and/or the need to review these.

Children progress at different rates and pupil's capabilities are an important element in the evaluation of progress. The evaluation of progress requires schools to set targets which are specific, measurable, appropriate, realistic, and time related (SMART). Limited progress, or lack of progress, can reflect the degree of difficulty the pupil is experiencing in overcoming difficulties but may also raise issues about the targets against which progress has been measured or about the strategy adopted.

Satisfactory progress in meeting targets is an indication that a pupil's special educational needs are being met and may suggest a return to an earlier Stage.

### **Severity**

Severity is a measure of how a pupil compares with his or her peers. Where possible it is based on standardised tests which provide objective evidence about a pupil's attainment, such as Salford Reading Test, NTS Standardised tests. Centiles (the percentage of the population achieving the same level or below) are used to make comparisons easier.

Centiles also make it clearer whether a pupil has made progress in relation to his/her peers. A centile (also called percentile) score shows what percentage of the pupils of the same age, can be expected to perform at that level or below on that test. A pupil scoring at the third centile is in the bottom 3% and a pupil scoring at the 98th centile is in the top 3%.

The Learning Support service use the following criteria to decide upon levels of support in practice it will usually be necessary to take account of Progress and complexity as well as Severity. The Learning Support Service is also able to use professional discretion when deciding to start or continue working with a particular pupil.

### **Complexity**

Complexity takes account of the number and range of factors which may contribute to a child's special educational needs. It ensures that each child is considered as an individual. It provides some flexibility to respond to individual children's needs. In some cases, other criteria may be applied less stringently in the light of complexity factors. Understanding of the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources. Close working with other agencies and understanding of their priorities is essential in identifying complexity factors.

## **Parental Involvement**

At St. Leonard's Primary School we believe that our partnership with the parents is of vital importance. Parental anxieties can be eased through good communication with the school. The parent can then appreciate what the school is trying to do and can support and extend work being done in school by a variety of methods.

The school will always ensure that parents are kept aware of the progress of their child through all Stages of the special needs procedure. Communication with the school will include: short meetings before or after school with the parents; Parents Evenings; emails or direct messages on Teacher2Parent and involvement in provision made for their child.

St. Leonard's Primary School believes that a close working relationship with parents is vital in order to ensure;

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governors may be contacted at any time in relation to SEND matters.

## **Arrangements for Complaints.**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will be able to give advice on formal procedures for complaint.

Our complaints procedure is available on the school website. Such is our partnership with the children and parents; we would hope that all concerns would be dealt with at an early stage.

## **External Agencies**

St. Leonard's Primary receives support from a number of agencies who help ensure adequate provision for SEND children. The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

## **SENSS Learning Support Service (LSS)**

The SENSS visits to lead staff meetings, advise staff on individual educational teaching programmes, and provide individual help for specific pupils.

The SENSS provide advice and strategies to help with a child's learning difficulties and these are reviewed and evaluated at least every six months, with both the class teacher and the SENCO.



### **SENSS Behaviour Support Service (LSS)**

SENSS behaviour support service advise staff on individual behaviour programmes, and provide individual help for specific pupils.

### **Educational Psychologist (EP)**

The EP's work and support to the school involves:

- Assessment and monitoring of individual children
- Support to families of children with SEN
- Advice and support to SENCO and staff

The EP is trained in teaching and psychology and is able to give advice and guidance on development, learning, and behaviour to teachers, parents, and children. At the end of each session the EP records and discusses his findings with the SENCO, class teacher and, in many cases, the parents of the child concerned. Written confirmation will be sent to all these parties of the EP's findings and the SENCO and EP will then focus on plans for the next visits. The EP works in conjunction with the school to make best use of the visits according to the needs of the children.

### **School Nurse**

It is the nurse's role to check the health of the children at different stages and to check their growth, development, hearing and eyesight. She is the most accessible health professional for advice to the children, parents or staff. She knows how to contact colleagues in the Health Service who can help with varying problems.

### **Education Service for the Sensory Impaired**

This incorporates services for hearing and visually impaired.

### **PDSS (physical disability support service)/ Occupational Therapy**

This service deals with the children with physical disabilities and problems with motor control and balance. They assess problems of physical and psychological origin and offer advice and help to school staff, families and their children.

### **Speech and Language Therapy**

This service provides assessment, diagnosis, treatment and advice covering language disorders. These may include articulation, language development, cleft palate, swallowing, and other common problems.

### **Child and Adolescent Mental Health Service (CAMHS)**

#### **Mental Health Support Team (MHST)**

This service helps children and adolescents with emotional and behavioural difficulties or those who may be suffering from a psychiatric disorder.

**Autism Inclusion Team (AIT)-** The Autism Inclusion Team is part of Specialist Inclusion. The teams with children who have sensory or communication difficulties. The aim of the Autism Inclusion Team is to offer advice and training to schools supporting pupils with an Autism Spectrum Disorder.

The Team is made up of:

- Specially trained teachers who have experience of working with children who have an Autism Spectrum Disorder (ASD).
- Qualified Communication Support Workers experienced in working with children who have an ASD

In addition, a Specialist Educational Psychologist supports the work of the team.

### **Annual review of Education and Healthcare Plans (EHC Plans)**

All EHCs will be reviewed once a year with parents, the child, the SENCO and other staff and outside agencies involved with the child. The annual review will focus on achievement as well as on difficulties that need to be resolved. All paperwork is submitted via the EHC Hub.

At the review of a Year 5 child, time will be spent discussing appropriate secondary schooling. It may be appropriate to invite secondary SENCOs to discuss possibilities at this time.

### **How are the School Governors involved with pupils with SEND and what are their responsibilities.**

- There is a SEND Governor who is responsible for monitoring the provision for children with special educational needs in school.
- The SEND Governor will meet each term with the SENCo to talk through the progress that the children are making.
- Governors will look at data to ensure children with SEND are making progress that is at least as good as the rest of the school.

Signed \_\_\_\_\_  
[Miss K.Roberts](Headteacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_  
[Mrs L. Howell] (SEN Governor)

Date \_\_\_\_\_

This policy will be reviewed annually.