

At St David's Primary School, we are determined to meet the educational needs of all our pupils by working inclusively. We strongly believe that every teacher is a teacher of every pupil within our school, including those with SAEN (Special Additional Educational Needs).

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her". This provision is - "additional to and different from that made generally for other children or young people of the same age." (Code of Practice p.4)

This reviewed policy takes into account the new Statutory Guidance and Code of Practice 2014 as well as specific guidance from MOD Schools relating to our particular circumstances in supporting the education and well-being of our pupils.

St David's is a small, well-resourced primary school meeting the needs of a diverse range of pupils, the majority of whom are service children. This means that many pupils experience frequent moves and may be with us typically for only two or three years. Therefore it is especially important that pupils' individual needs are identified and met as soon as possible. We are fully committed to providing learning that is inclusive, and seek to promote a sense of community and belonging for all pupils. We positively endorse the principle that an educationally inclusive school is one in which the personal development and growth of every young person matters.

INTENT

- We aim to raise the aspirations of, and expectations for all pupils, and particularly for those with SAEN.
- We aim to work collaboratively with all partners (e.g. parents, carers, pupils, teachers and outside agencies including medical, health visitors and educational support partners) to achieve the best outcomes for our pupils.
- We aim for all children to have access to a broad, balanced curriculum and to participate in all experiences and activities provided by the school
- We aim to identify and celebrate the strengths of all pupils and use sensitive support where appropriate to aid inclusion
- We aim to raise the self-esteem of all pupils, especially those who come to us with negative feelings about themselves and their abilities

Our objectives are:

- to identify and support pupils requiring SAEN provision as early as possible on entry to our school
- to provide a challenging and differentiated curriculum appropriate to the individual
- to involve parents/carers and pupils in decision making, and to keep parents/carers fully informed of their child's progress and attainment
- to involve children as much as possible in evaluating their own progress; setting objectives, and making decisions about their future SAEN provision
- to provide support and advice for all staff working with pupils who have SAEN and disabilities
- to ensure all pupils are able to develop their individual learning strengths and preferences (visual, auditory, kinaesthetic) within an enriched learning environment
- to enable teachers to work in partnership with parents and carers to achieve the best outcomes for all pupils

Special education provision means:

There are four broad categories of need described in the 2014 Code of Practice:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Whilst these four categories broadly identify the primary areas of need, we acknowledge the importance of taking a holistic approach to identifying children's individual educational needs. Other factors need to be considered which may impact on a child's progress including: disability; attendance and punctuality; health and welfare; English as an Additional Language; being a looked-after child as well as the implications of our schools' population consisting principally of service children.

IDENTIFICATION

All teachers are responsible for identifying pupils with SAEN and, in collaboration with the SAENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SAEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SAEN provision.

Early Identification

Early identification of pupils with SAEN is a priority. The school uses appropriate screening and assessment tools, and ascertains pupil progress through:

- Evidence obtained by teacher observations/ assessments.
- Foundation Stage profile scores and their progress against the criteria contained in their EYFS tracker.
- Their performance in National Curriculum subjects judged against assessment requirements.
- Pupil progress in relation to the National Curriculum objectives in English and Maths assessments.
- Records from feeder schools, baseline assessments etc.
- Information from parents
- EYFS assessments and learning journeys
- Evidence from screening tools
- Summative assessments
- Pupil tracking data

CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SAEN Code of Practice which advocates a graduated response to meeting pupils' needs. High quality teaching, differentiated for individual pupils is the first step in providing for all pupils, including those who may have SAEN. The leadership team monitors the quality of teaching and learning for all pupils on a regular basis. This is our UNIVERSAL offer for all pupils.

The Graduated Response starts at the whole school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching children. Where a potential special educational need has been identified this cyclical process becomes increasingly personalised.

INITIAL SAEN MONITORING

• Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.

- The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil (see ILP checklist).
- The SAENCo should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored; this does not mean they will automatically be placed on the SAEN register. An **Individual Learning Plan** support document may be completed to record adjustments and record impact/next steps. This will be shared with parents.

SAEN SUPPORT

Where it is determined that a pupil does have SAEN, parents will be formally advised of this and the decision to add the pupil to the SAEN register is made.

The aim of formally identifying a pupil with SAEN is to help school ensure that effective provision is put in place and so remove any barriers to learning. The stage of SAEN will be extended from Universal provision for all to include Targeted provision (specifically planned learning activities) and, if external support services are utilised, to the Specialist stage.

The support provided consists of a four part 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 identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

1. Assess

This involves clearly analysing the pupil's need using the class teachers' 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 the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

2. Plan

Planning will involve consultation between the teacher, SAENCo 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 will be sought, where appropriate, to reinforce or contribute to progress at home.

This plan will be recorded in the form of a **Individual Learning Plan** which will be shared with staff, parents and the pupil. These plans indicate our graduated response and as working documents are updated continually and formally reviewed at least termly.

3. 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 (LSAs) to plan and assess the impact of support and interventions and ensure links with classroom teaching.

The SAENCo will support with further assessment and monitoring of the pupils strengths and areas for development.

4. Review

Review of a child's progress will be made regularly, usually every term. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and their parents. The class teacher, in conjunction with the SAENCo, will revise the support outcomes and, based upon the pupils progress and development, make any necessary amendments going forward, in consultation with parents and pupils.

REFERRAL FOR A SCAN

If a child has more complex, lifelong or significant difficulties they may undergo a SCAN Assessment. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required. The decision to make a referral for a SCAN plan will be taken at a progress review in consultation with the EP.

The application for a SCAN Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SAENCo
- EP
- Health Professionals (where appropriate)

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by MOD Schools about whether or not the child is eligible for a SCAN Plan.

ON ADMISSION TO ST DAVID'S SCHOOL

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments. The records provided help the school to design appropriate differentiated learning programmes.

For pupils with identified SAEN the SAENCo/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning needs
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

For pupils with SAEN needs identified prior to entry, a MASO assessment of need enquiry may be conducted by the school under the guidance of the EP to assess how best to proceed. For more information on the MASO process please see the school website: www.stdavids.school

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

MANAGING PUPIL NEEDS ON THE SAEN REGISTER

There is one single category of support which is known as SAEN Support. Pupils and parents/carers are fully involved at every stage of the Graduated Response. At the targeted stage of the Graduated Response the decision is made to place the name of the pupil on our SAEN register so that it is clear that the provision for these pupils is “additional to or different from” that made generally for other children or young people of the same age in a similar setting.

If at any stage the involvement of the SAENCo is no longer required and this is agreed in the review meeting, the pupil's name is then removed from the list. Provision is recorded on a provision map, which is reviewed at least termly. The effectiveness of provision is regularly reviewed both in terms of outcomes for individual pupils and groups.

ENGLISH AS AN ADDITIONAL LANGUAGE

For those pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

THE ROLE OF THE SAENCo

- Oversees the day-to-day operation of the policy
- Co-ordinates the provision for pupils with SAEN
- Liaises with and gives advice to fellow teachers
- Manages Learning Support Assistants
- Oversees pupils' records
- Liaises with the parents
- Makes a contribution to INSET
- Liaises with external agencies

THE ROLE OF THE CLASS TEACHER

- Is aware of the school's procedures for the identification and assessment of, and subsequent provision for, SAEN pupils
- Collaborate with the SAENCo to decide the action required to assist the pupil to progress
- Work with the SAENCo to collect information on the pupil
- In collaboration with the SAENCo, develop suitable targets and interventions for SAEN pupils.
- Work with SAEN pupils on a daily basis to deliver their individual programmes and review impact
- Develop constructive relationships with parents
- Be involved in the development of the school's SAEN policy

THE ROLE OF THE HEADTEACHER

The headteacher will monitor SAEN provision and impact and work with the SAENCo to determine the strategic development of the SAEN policy and provision in the school.

THE ROLE OF THE SGC

The SGC's responsibilities to pupils with SAEN include:

- Monitoring the quality and effectiveness of SAEN provision within the school and update the SGC
- Being involved in developing and subsequently reviewing SAEN policy

SAEN TRAINING

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SAEN pupils. The School's INSET needs will be included in the annual School Improvement Plan.

PARTNERSHIP WITH PARENTS

St David's School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SAEN to achieve their potential.

The school recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.

The school aims to work in partnership with parents and carers by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SAEN provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing to and supporting their child's Individual Learning Plan.

COMPLAINTS PROCEDURE

Our school has a complaints policy. If you have a complaint, this should first be discussed with the class teacher who will listen to the issues and address them where appropriate. If you feel your complaint has not been resolved, please make an appointment with a member of the senior management team. If you still want to complain please see our complaints policy which can be found on the school website:

www.stdavidsschool.com

LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The following support services may be involved with SAEN pupils in identifying, assessing and supporting provision:

- Educational psychologist
- GP/Paediatrician
- Speech and Language therapists
- Occupational therapy
- Hearing/visual impairment services
- School Nurse Advisory Service
- Health Visitor
- MOD Schools Social Worker
- British Forces Social Work Service
- CAMHS (Child Mental Health Services)