

ST. GEORGE'S CHURCH OF ENGLAND PRIMARY SCHOOL



ACHIEVEMENT RESPECT COMMUNITY VALOUR

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY 2022

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Introduction – Our Beliefs and Values

At St. George's CE Primary School it is our belief that all children have an equal right to a full and well- rounded education, where all are valued, trusted and work collaboratively to achieve this. We are committed to providing relevant and challenging learning experiences for all of our children that allow them the opportunities to achieve to the highest of standards.

This SEND policy details how we will do our best to ensure the necessary provision is made for any child who has special educational need and / or disability and that those needs / disabilities are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those children with special educational needs, allowing them to join in all school activities together with their peers.

St. George's Primary School has a SENCO with responsibility for Special Educational Needs Coordination (SENCO) and a named governor responsible for SEND. Together with the Headteacher, they ensure this SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Through all teaching and learning we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at St. George's Primary School we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted, continuing professional development.
- To ensure support for pupils with medical conditions to enable full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable full access to all elements of the school curriculum.
- To work in cooperation with and establish productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and our teaching and support staff ensure that work is differentiated appropriately. They use assessment to inform the next stage of learning. The different learning styles of children are taken into account.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation, however, there may be times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom or before/after school.

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy.
- planning to develop children's understanding through the use of all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Identification and Assessment

Provision for children with special educational needs is a matter for the whole school. The governing body, head teacher, SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure we build on the patterns of learning and experience already established during their pre-school years. If a child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting.

The class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.

- Identify and focus attention on actions to support the child within the class.
- Identify any learning difficulties.

Ongoing observation and assessments will provide regular feedback about a child's achievements and experiences and will form the basis for planning the next steps for their learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

SEND Provision

Monitoring of children on the SEN register is carried out in meetings three times per year. These meetings involve the teacher and SENCO. Progress of other children is discussed and any children with whom we have concerns are highlighted. Adequate progress is identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better 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.

Within these meetings it may be concluded that a child requires help over and above that which is normally available within a particular class or subject. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child *may* be added to the school SEND register with parental permission. The class teacher, after discussion with the SENCO, will then provide class-based interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given an Individual Education Plan (IEP). IEP targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and, where appropriate, the child.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO.

In order to help children with special educational needs, the school uses a 'graduated response'. This may see us using specialist expertise if we feel that our interventions are still not having an impact on a child. The school will record the steps taken to meet the needs of individual children through the IEPs and the class teacher, with support of the SENCO, will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted, particularly within a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the 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.

The Nature of Intervention

The SENCO and the class teacher will decide on the action needed to help a child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Small group or individual support; which may involve small groups of children being withdrawn from class to work with a teaching assistant during the school day or an invitation to attend an intervention club before/after school, e.g. Early Bird Clubs.
- Additional time for teachers/support staff to devise/administer the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

Individual Education Plans

These will include:

- Strategies employed to enable the child to progress
- A brief synopsis of the Educational Need(s)
- The short-term targets set for the child.
- The teaching strategies that work most effectively.
- The types of support and provision which is most effective for the child.
- How the targets will help the child to be successful in their learning.

IEPs will be reviewed at least three times annually.

Allocation of Resources for SEND

The SENCO is responsible for the operational management of specified and agreed resources for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans. The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The head teacher and the SENCO meet annually to agree on how to use funds.

The Use of Outside Agencies

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents. This may include referral to an outside agency.

The school may request the involvement of outside agencies if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.

- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs or EHC Plan will be reviewed regularly, in addition to the statutory annual assessment. When this coincides with transfer to Secondary school, the SENCO from the Secondary school will be informed of the outcome of the review.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. Children with special educational needs often have a unique knowledge of their own needs and views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs and subsequent reviews.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents have access to this SEND Policy and the SEND Information Report via the school website and can contact the SENCO via the school email address.

The Role of the SENCO and their Responsibilities are:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.

- Liaising with parents of children with SEND.
- Contributing to the continual professional development of staff.
- Coordinating and developing school-based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the school's SEND Support Register.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

The Role of the Governing Body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

Monitoring and Evaluation

The SENCO monitors the movement of SEND children in school and provides staff and governors with regular summaries of the impact of this policy on the practice of the school. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor representative for SEND meet regularly to review the implementation of this policy and the governor representative will provide a report to the Full Governing Body.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

September 2022

Review date September 2024