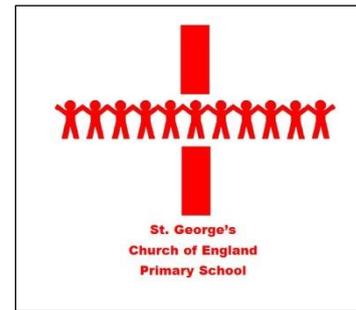


ST GEORGE'S CHURCH OF ENGLAND PRIMARY SCHOOL



Special Educational Needs and Disability (SEND) Policy: 2021-2023

Every teacher is a teacher of every child including those with Special Educational Needs and/or disability.

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

Our legal responsibilities

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (amended January 2015) DfE/DoH** which requires all schools to ‘have regard to the Code of Practice’ and has been written with reference to the following guidance and documents:

Children and Families Act 2014 Part 3: Children and young people in England with special educational needs or disabilities

Equality Act 2010: the School has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make ‘reasonable adjustments’, including the provision of auxiliary aids and services for them, and the school must have an ‘anticipatory duty’ towards disability.

Equality Act 2010: Advice for Schools (DfE February 2013): non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission

Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

This policy has been written in light of our Safeguarding Policy and has direct links to our policies on behaviour, anti-bullying, medical and curriculum. It was written in consultation with the Governing Body, Executive Headteacher, current school staff and parents. It should be read in conjunction with our Disability Equality Scheme and the SEN Information Report as required by the Special Educational Needs and Disability Regulations (Schedule 1 Regulation 51) as published on our school website.

The SEN Policy will be reviewed every two years, in line with DfE requirements. However, if there are significant changes to context or personnel, this will be amended sooner. The SEN Information regulations, published on the school website, will be updated annually as required by current legislation.

**The SENCO at St. George’s Church of England Primary School is
Faye Attwood**

The SEN Governor is Megan Williams

The Child Protection Officers are Fiona Griffiths/Rachel Fleming

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: '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 him or her. A child of compulsory school age has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age;

Or

has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.

'A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'. (Section 1: xiii; xiv)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. (Section 1: xviii)

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2015)

Inclusion Statement

At St. George's Church of England Primary School we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this, within the context of Christian belief and practice, by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

(Special Educational Needs and Disability Code of Practice, 2015)

Policy Principles

In line with the Code of Practice (2015) and the Children and Families Act (2014), St. George's Church of England Primary School is committed to the following key principles:

- All pupils with SEND must have their needs routinely met
- Early identification and early intervention are essential for ensuring better outcomes for pupils
- Raising the achievement of pupils with SEND is a whole school responsibility
- All pupils are encouraged and supported to be active partners in the decision making about their education
- Parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil need
- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money
- Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND
- To work in partnership with parents/carers
- To value and encourage the contribution of all pupils to the life of the school enabling each child to live life in all its fullness.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils
- To ensure that all staff has access to training and advice to support quality differentiated teaching and learning for all pupils.

Executive Headteacher /Head of School

- the Executive Headteacher / Head of School is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Executive Headteacher / Head of School and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the Executive Headteacher / Head of School will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners as supplied by SENCO
 - pupil progress meetings with SENCO and individual teachers
 - regular meetings with the SENCO
 - discussions and consultations with pupils and parents

Special Educational Needs Coordinator (SENCO Team)

The SENCO Team will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a list of pupils with special educational needs – identifying those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with current Education Health and Care plans (EHC)
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers; offering professional support
- contributing to the in-service training of staff
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and/or disability
- implementing a programme of Annual Review for all pupils with an EHC. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have an on-going special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another
- monitoring and supporting teachers when developing Provision Maps for children with special educational needs
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)

- meeting regularly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision maps
- meeting regularly and consulting sensitively with parents and families of pupils on the SEN Register, keeping them informed of progress and listening to their views, in conjunction with class teachers; ensuring SEN pupils receive appropriate support and high quality teaching
- attending area SENCO network meetings and training as appropriate
- liaising with the school's SEN Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and/or disability
- liaising closely with a range of outside agencies to support vulnerable learners
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners and ensure value for money.

Class teacher /subject teacher

Liaising with the SENCO to agree:

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have short term additional interventions monitored on a provision map – but do not have special educational needs.
- which pupils require additional support because of a special educational need and need to go on the school's SEN Register. This will be through discussion with parents. Some of these pupils may require advice/support from an outside professional and, therefore, a Class or individual provision map to address a special educational need
- securing good provision and good outcomes for all groups of vulnerable learners by: ensuring there is adequate opportunity for pupils with special educational needs to be working on agreed targets which are genuinely '*different from or additional to that normally available to pupils of the same age*' as part of the differentiated curriculum offer and strategies available to each pupil. (SEN Code of Practice 2015. 6:15)

Identification of SEN

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the SENCO and Executive Headteacher / Head of School 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 our school and every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interest of children. Those children whose overall attainment or attainments in specific subjects fall significantly outside the expected range may have special educational needs. At St George's Church of England Primary School, we aim to recognise children with special educational needs as early as possible in order for them to receive appropriate support. We have adopted a graduated approach for provision of children who are suspected of having special educational needs/disabilities:

1. Concern – initial concern form completed and shared with SENCO
2. SEN Support – Provision Mapping
3. Internal assessment via V-SEND tool and or Boxall profile alongside SENCO observation
4. Outside agency referral as appropriate
5. Record of class or individual ADPR support across 3 terms using provision mapping
6. Application for an assessment for Education, Health and Care Plan (EHCP)

Concern:

Where a child is identified as not making progress, in spite of quality first differentiated teaching, he/she is raised as an initial concern with the SENCO. These concerns are shared with parents and an immediate **plan** of action is agreed. A period of monitoring may be advised, the child's area of difficulty will be targeted with differentiated activities, which may be carried out by other staff members such as Teaching Assistants; this provision will be identified on our Provision Mapping. The class teacher will closely monitor the progress made and provide evidence of progress or lack of. If progress is insufficient or concerns still remain the SENCO will make the decision to move them to SEN Support in consultation with parents.

SEN Support: assess, plan, do, review using Pupil Profiles

There are four distinct categories of SEN need as identified within the Code of Practice 2015:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and sensory

The triggers for a child to move to SEN Support:

- Despite differentiated learning opportunities, the child fails to make little or no progress over a set period of time
- A child showing signs of difficulty in developing English/Maths skills which result in attainment significantly below their age related expectation
- Is working throughout the curriculum substantially below that expected of children of a similar age
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having a personalised de-escalation plan

- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and causes significant barriers to learning.

The SENCO Team will work with the class teacher and parent/carer (where appropriate) to discuss intervention available to the child. The class teacher along with the parent/carer will then work together to form a Pupil Profile for the child in order to regularly target learning and will meet to review progress throughout the year.

Wherever possible pupils will remain with their class/subject teacher, in the classroom as this is where they learn best, with the rest of their class. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or teaching assistant, the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult. All pupils on the SEN Register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

Progression to obtaining an Education, Health and Care Plan (EHCP):

If progress is still a concern and after advice from an Educational Psychologist (EP) or other specialist professional the Executive Headteacher / Head of School / SENCO will advise the parent/carer of the process of applying for an EHCP from the Local Authority. However, because it covers children and young people from birth to the age of 25, it will extend the rights and protections to young people in further education and training. The EHCP will be reviewed at least annually to maintain its relevance to the child/young person.

At every stage of the SEN process it is our policy to work in partnership with our parents and their child to secure the best possible outcomes.

COMPLAINTS

- The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.
- However, all complaints are taken seriously and will be heard through the school's complaints procedure.
- In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENCO and/or the Executive Headteacher / Head of School.
- If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address.
- The Clerk to Governors is: Mr Nigel Manders-Jones
- If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs:

Head of Additional Needs in Lincolnshire

Mrs Sheridan Dodsworth
9-11 The Avenue
Lincoln
LN1 1PA

EQUAL OPPORTUNITIES

St. George's Church of England Primary School is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

REVIEW FRAMEWORK

This policy will be reviewed every two years (or sooner in the event of any legislative change or change of personnel).