



## Special Educational Needs and Disability (SEND) Policy

Our vision is to provide an excellent, well-rounded education which celebrates academic, emotional and spiritual achievement and prepares everyone to fulfil their full potential in an inclusive environment in God's World.

St George's Church of England Academy has two named SEND Co-ordinators –

- Mrs S Cox (NASENCO qualified)
- Mrs J Gent (NASENCO qualified)

Link Governors responsible for SEND –

- Mrs G Herring-Sykes
- Mrs P Weighell

The governors ensure that St George's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Our school believes that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

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

### 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 the same age. Special Educational provision means educational provision 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.'*

**Code of Practice 2014**



In our school we acknowledge that every teacher is a teacher of SEND. We aim to offer excellence and choice to all our children, whatever their abilities or needs. We have high expectations for our children and through high quality teaching, we aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. We will ensure that teachers are able to identify and provide for those children with SEND, allowing them to join in all school activities together, with pupils who do not have a SEND. This area is managed in line with the Christian ethos of St George's Church of England Academy.

### **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 pupil's 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 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 all children to have full access to all elements of the school curriculum;
- to work in cooperation and 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.

### **Educational Inclusion**

Through all subjects 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 in our 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. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

### **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, Assessment and Provision**

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

Many of the children who join our school have already attended an early education setting. All of our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

In the Early Years, arrangements are in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents, this is done termly.

Our school's Assessment Policy (which is available in school) outlines the assessment regularly used throughout the school. Tracking is consistent and termly meetings are held between appropriate staff members about provision for all children. This is where children are flagged up who are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school.



At St George's, we understand that behaviour is a form of communication and could be due to additional needs of a child not being addressed successfully. If behaviour is causing concern, the class teacher would speak to parents/carers about anything that might be causing the behaviours. The class teacher/SENDCo would gather information about incidents occurring, at what time of day, during which lessons and analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. See Behaviour policy for further information relating to behaviour support (available on this website).

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need.

At St George's we recognise that every teacher is a teacher of SEND and that the class teacher is responsible for the identification of children with SEND and their support through:

- regular class assessment;
- high quality differentiated teaching;
- working with SENDCO to assess when progress continues to be less than expected.

Once a class teacher has identified a child who they believe needs support, they will seek guidance from the SENDCo. A discussion and referral process will take place to determine whether the child needs to be included on the SEND register.

The teacher will then be directed to the use of 'The Ranges'. The SEND Range Descriptors are based on national best practice when determining the needs of pupils with SEND. They are based on the four areas of the SEND Code of Practice (2014) and on the 'golden thread' of the graduated approach of assess, plan, do and review that pervades best practice and is outlined in the SEND Code of Practice. They will then complete the graduated response as highlighted below:

**Assess:** Carry out a clear analysis of the child's needs.

**Plan:** Decide interventions and support to be put in place, as well as expected impact on progress with a clear date for review, using guidance from pre-key stage materials, AET progression framework and p-scales.

**Do:** Class teacher responsible for working with child daily, through interventions recommended within the SEND Ranges Descriptors based on need, alongside other professionals within the classroom.

**Review:** Evaluate impact and quality of support.



Strategies employed to enable the child to progress will be discussed and recorded, which 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
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

The class teacher will record the steps taken to meet the needs of individual children through the use of target setting and the school's formal assessment tracking sheets, along with high quality teaching. The SENDCO will have responsibility for the provision maps and ensuring that records of review meetings are kept and available when needed, along with the monitoring and assessing of individual children's needs and progress. If we refer a child for a Statutory Assessment, the SENCO will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Initially, this is through high quality teaching and universal interventions within class (Range 1). Range 1 acts as guidance to enhance Quality First Teaching and allow children to be monitored closely.

If the difficulties are persistent and continuing, then the child's needs will be further assessed. Teachers and SENDCO will use Range 2 to enable them to set targets. Parents will be consulted about the concerns and the child added to the SEND register. The class teacher will hold a meeting to set targets for the child alongside the parents. This will be recorded on a SEND support plan. Progress will be reviewed after an agreed timescale (no more than a term). Range 2 would entail a more specific support and intervention package being in place for the child, where the child will be supported to work on specific skills. Work in class will also be modified to meet the child's needs.

If no progress is noted after this time and the child is working at a level significantly below expected for their age, the SENDCO will seek advice and assessment from an Educational Psychologist, alongside other professionals that may become involved (OT/SALT). At this point the SENDCO may feel it necessary to complete a One Plan to collate all the information gained from further assessments and other agencies. Reviews will take place to make note of evidence based needs to move towards an Education, Health and Care plan (EHC plan). At this point the child will receive a predominantly modified curriculum with individualised targets that are short term and specific to their needs (Range 3).



If the child is still making very little or no progress and advice from professionals has been followed, SENDCO and parents would make a formal application for a statutory assessment. A statutory assessment has a timescale of twenty weeks, where the Local Authority will further assess the child to see if it is necessary for the child to receive further funding to support the school with staffing and resources. If an EHC plan is granted the child will receive a significantly modified curriculum with 1:1 and small group withdrawal, alongside opportunities for multi-sensory learning and daily opportunities for support (Range 4).

Monitoring progress is an integral part of teaching and leadership within St George's. Parents/carers and staff are involved in reviewing the impact of interventions for learners with SEND. Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress, with meetings being held at least once a term, where we all discuss progress and next steps. If a learner has a One Plan or an EHC plan, the same termly review conversations take place, but these documents will also be formally reviewed annually. When this coincides with transfer to secondary school, the SENDCO from the secondary school will be informed of the outcome of the review.

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Head teacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

### **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 and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like.

They will be encouraged to contribute to the assessment of their needs, the review and transition processes. The school website contains details of our policy for special educational needs and the special educational needs information report including the arrangements made for children in our school with special educational needs.

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 each half term 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 always have access to the SENDCOs, through a school email address.



## **The Nature of Intervention**

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

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with a key adult, some one-to-one withdrawal, specific intervention programme such as Toe-by-Toe.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCO, 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.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

## **The use of outside agencies**

Outside agencies may become involved 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, providing 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. The delivery of the interventions and records continue to be the responsibility of the class teacher.

### **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 ongoing communication or interaction difficulties that impede 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 a Statutory Assessment (From September 2014)**

As mentioned earlier, a request will be made by the school to the LA if the child has demonstrated significant cause for concern due to no progress and a significantly modified curriculum; they have had other agencies involved and they meet the criteria for Range 4. The LA will be given information about the child's progress over time in line with the school's graduated response, 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 and child.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. The timescale for a statutory assessment is twenty weeks.

### **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 staff differentiate work appropriately and modify where necessary, using assessment to inform the next stage of learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

### **Allocation of resources**

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with 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 Role of the Governors**

The Governors have due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The Governors do their best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They ensure that parents are notified of a decision by the school that SEND provision is being made for their child.