

St Andrew's CE VC Primary School

***'Roots to grow, Wings to fly'
They will soar on wings like Eagles.
Isaiah 40:31***

SEND Policy

Signed (chair):	Name: Anthony Parker	Date:
Signed (Head):	Name: Graham Pike	Date:
Ratified by: Governing Body on	Next Review:	

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes



The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.

SEND Policy

The following policy sits within our school vision and ethos so should be read with this context in mind.

Our school vision applies every child, including those identified as SEND:

Roots to grow, wings to fly – they will soar on wings like Eagles. The **Roots** of our school community nurture, support and challenge us to **Grow** to be the best version of ourselves. The **Wings** of faith, strength and resilience allow us to **Soar** freely and flourish, now and in the future.

Key People:

Our SENDco is Mrs Jackie West. Our SENDco will:

- Provide support, advice and facilitate training for all staff working with pupils with SEND.
- Develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.

Our SEND Governor is Mrs Julie Doyle, who has an additional focus on SEND, although the governing body as a whole is responsible for making provision for pupils with special educational needs.

Rationale:

At St. Andrew's CE Primary School, we ensure that all children, including those identified as having a special educational need, have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life. All of our children at St. Andrew's CE Primary School are valued, their self-esteem promoted and their uniqueness celebrated. We work in close partnership with outside agencies and professionals and parents and carers who play an integral, active and valued role in their child's education.

Aim:

All children in school are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning and encouraged to achieve their full potential. We endeavour to raise the aspirations and expectations of all pupils, including those with SEN and disabilities by working collaboratively with parents and carers and listening to the voice of the pupil. We strive to provide a school environment that is secure, stimulating, supportive and memorable, whereby each child feels a sense of belonging and a valued member of school our community.

We aim to help children achieve more by giving them the support they need to achieve through promoting the 5 ways to wellbeing:

- Connect
- Be Active

- Keep Learning
- Give
- Take Notice

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to learning difficulties, emotional development, social development or sensory or physical impairment.

Objectives:

To **ensure the updated SEND Code of Practice of 2020 and guidance are implemented effectively** across the school.

- To identify children who need SEND support following a process of careful monitoring and assessment. We will ensure that the children receive 'Quality First Teaching' in the classroom and that effective classroom strategies are adopted.
- To provide, monitor and review personalised provision as appropriate and set realistic and challenging targets.
- To ensure that every aspect of a child's development is taken into consideration and provided for within our whole school, inclusive ethos.
- To discuss with parents their children's strengths and difficulties, alongside assessments, to make a plan to achieve the desired outcomes.
- To discuss with children their progress and targets as appropriate.
- To follow a graduated approach to interventions, following a four-part cycle of **assess – plan – do – review**.
- *To choose the most effective intervention available and to monitor the impact of this on pupils learning and progress regularly and carefully.*
- *To ensure a high level of staff expertise to meet pupil need, through well targeted continuous professional development. All staff to have access to training and advice to support quality first teaching for all pupils.*
- *To work closely with external agencies and the local education authority, where appropriate, to support the needs of individual pupils, ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners.*
- *To ensure support for pupils with medical conditions, ensuring full inclusion in all school activities through consulting with health and social care professionals as necessary.*
- *To identify the roles and responsibilities of all staff in providing for children's SEND.*

Identifying Special Educational Needs

In accordance with the Children and Families Act 2014, our school aims to identify special needs at the earliest point and then to make effective provision that improves the long-term outcome for the child.

“A pupil is deemed to have SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

(Children and Families Act 2014, para 6:15 p 83)

How children with SEND are identified

The progress of each child is continually monitored and progress meetings led by the class teacher, head teacher and SENDCo are held three times a year. Children who are not making enough progress, despite quality first teaching, are identified. These children are discussed with the SENDCo and a plan of action is agreed.

Class teachers regularly monitor the progress of children against the school curriculum. If they observe that a child is making less than the expected progress, given their age and individual circumstances, they will seek to identify a cause. This 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 peer.

The class teacher, working with the SENDCo, will assess whether the child has a SEN or disability. The SENDCo may decide to implement a range of standardised tests with the pupil. These assessments can then be used to add to and inform teachers' own understanding and assessments of the child.

Children's needs may be categorised into four broad areas. These include:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical**

These four categories broadly identify the aspects of SEND needs for pupils at our school however we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.

Other issues that may impact on progress and/or attainment but are not solely SEND include:

- Disability
- Attendance
- Punctuality
- Underachievement
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after (or previous looked after) child
- Being a child of a service member
- Unexplained behaviour difficulties

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate.

A graduated approach to SEND support

The Code of Practice clearly states that a graduated approach to SEN is needed. This follows a cyclical process:

- Assess
- Plan
- Do
- Review

Assess

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least good progress and improved outcomes.

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching. Information that teachers may draw upon include;

- Teachers' assessment and experience of a pupil
- Pupil progress attainment and behaviour
- The individual's development in comparison to their peers
- The views and experience of parents
- Pupils own views
- Advice from external support services

Plan

Once the need for SEND support has been identified, the code is clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place. Teachers will adapt their teaching and provision to overcome the barriers of learning and make changes to ensure full accessibility to the curriculum with the support of the SENDCo.

We believe that parents and pupils are an integral part of the planning process and are invited to contribute their thoughts and ideas during regular meetings throughout the year. Advice will be sought and followed from various outside agencies as required.

In addition to the above, the process of planning for a child with a EHCP (Educational Health Care Plan) will take account the statutory requirements from their EHCP.

Do

The teacher is at the centre of day-to-day responsibility for working with all pupils including those with identified SEND. It is imperative that the teacher works closely with all adults involved with 1:1 provision or any teaching away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions. The strategies decided on

may involve a child receiving additional group work or 1:1 support, working on a specific intervention programme. Our focus is on outcomes not the hours of support a child might receive.

St. Andrew's CE Primary School has a wide range of interventions available to develop English and maths skills, social and emotional development, speech, language and communication skills, physical and sensory needs and transition from each key stage.

We may also need to consult outside agencies for specialist advice, support and resources. If it is necessary to request support from an outside agency, an Access and Response – Request for Help Form (ART) will be completed by the SENDCo with the parents/carers and key members of staff working with the child. Should advice be required from several outside agencies, then an Early Help Assessment and Plan (EHAP) may be completed. The EHAP will be opened and registered with the local authority. This document will ensure all agencies, school and parents meet together, set and review targets. It encourages everyone involved to develop an understanding of strengths and challenges and considers the support needed in all areas that affect a child's development. The EHAP will be closed if the pupil's needs are met and support no longer required.

We receive/ have received regular support from the following outside agencies:

- Behaviour Support Service
- Inclusion Support Service
- Speech and Language Therapist
- Educational Psychologist
- Occupational Therapist
- School Health Nurse
- Paediatrician
- Visual Impairment
- Hearing Impairment
- Social worker
- Breakthrough Mentoring
- Primary Mental Health Specialist
- Child Adolescent and Mental Health Service (CAMHS)
- Families Plus

Review

As mentioned, teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, for pupils with recognised SEND, the progress of meeting planned outcomes is assessed and reviewed regularly, at least three times a year.

Teachers consider the following when discussing the progress of pupils identified with SEND:

- Have the pupils met their expected targets?
- Are the pupils on track to meet their end of year/ key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEND and all pupils?

We believe that children learn best with the rest of their class. Our aim is for all children to be working independently, in class at the cusp of their potential. Our aim is to seek the most effective strategy to attain progress and achieve the desired outcome. Parents/carers are informed if any outside agency is involved.

The role of parents/carers and children in the graduated approach

In the Code of Practice, there is a stronger emphasis on improving the parent/carer voice and that of the SEND child. To facilitate this, three meetings annually will be organised for parents, carers and children to contribute to the plan, do and review process to ensure that the needs of the child are truly reflected in the provision being provided by the school.

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. Parents and carers' contribution to their child's education is highly valued by the staff of the school. We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school.

Managing pupil's needs on the SEND register

Under the SEND Code of Practice 0-25 (2020), there are two ways in which a child with SEND might have their needs categorised: **SEND Support** or **Education Health Care Plan (EHCP)**. The main difference between the two categories are that those with an EHCP have their statutory rights protected by law whereas those categorised as SEND support will be met through in house arrangements according to personalised, specific needs (see the 'Assess' section on the Graduated Approach to SEND Support).

A SEND register will be updated termly, using information from data analysis and pupil progress meetings.

Using the plan – do – review – process, teachers will try and provide for the emerging needs of each child using the skills and expertise both within the classroom and across the school. However, on occasions, following the review and assessment process, school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral.

Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND register. At this point, parents will be fully included in the planning process.

If, following a review meeting, it was felt that a child had made significant progress and no longer required to be on the SEND register, then in consultation with the parents, an agreement will be made to remove the child from the register.

There are other processes in school that may support a child with SEND and would be used as and when appropriate for specific circumstances.

The level of provision decided is based upon individual needs in consultation with the child, appropriate professionals, teachers and parents. For more information, please see the school's Information Report in accordance with South Gloucestershire's local offer for **Frequently Asked Questions** located on the school website.

As a school, if we identify that we are unable to fully meet the needs of a child, we will:

- Request advice from the appropriate agencies and follow any recommendations that are made to meet individual needs.
- Carefully track and monitor support progress and attainment.
- Liaise with other settings to develop support for a child.
- Request a statutory assessment in order to put in place an EHC Plan.
- Work closely as an alliance to maximise expertise and resources.
- Involve parents and carers throughout this process, at all stages.

The school is responsible to provide adequate resources through the budget assigned to SEND and this is monitored closely by the Headteacher and SENDco.

The funding for pupils (who are eligible through their EHCP), is also tracked and monitored and reviewed annually, through the Annual Review process and then through the SEND case panel with the South Gloucestershire Local Authority. The panel will then identify if an EHCP will require any adjustment.

There are clear guidelines for the EHCP process through your local authority:

- South Gloucestershire's Local Offer found on their website – The South Glos Way: <http://sites.southglos.gov.uk/safeguarding/children/the-south-glos-way-inclusion-toolkit/>

If the child does not make the expected progress in spite of high-quality targeted support or if their needs are complex, the school and parents will consider requesting an Education Health and Care Needs Assessment.

An EHCP assessment will involve sending evidence to the local authority of the actions that have been taken to support the pupil. It will also include reports from the school, parents and any outside agencies that have been involved with the child.

Training and Resources

Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs.
- Recognising specific needs for individual pupils and how staff can be trained to support that child.
- The SENDCo attends regular training on updates in SEND issues/developments both nationally and locally.
- Elements of the school improvement/development plan to be addressed through training.
- Resources are purchased as and when they are required.

Roles and responsibilities

The **SEND governor is responsible for:**

- Offering support and challenge to the school SENDCo.
- Monitoring and evaluating provision for children with SEND and the progress they make
- Continually evaluate the structures and procedures in place to support meeting these needs. Discussing any strategic changes and developments.
- Ensuring that the school meets all statutory requirements
- The SEND governor will then report back to the Full Governing Body regularly.

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school, including provision for pupils with SEND
- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within school
- Have overall responsibility for the provision and progress of learners with SEND
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Headteacher is also the designated safeguarding lead

SENDCo is responsible for:

As set out in the Children and Families Act 2014, the key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school policy
- Co-ordinate provision for children with SEND, particularly through SEN support
- Managing SEN teaching assistants
- Liaising with outside agencies, other schools, health and social care providers as well as the local authority.
- Overseeing and coordinating the completion of SEND Paperwork such as EHAP's, referrals to the other professional bodies, EHCPs and supporting documentation for annual reviews.
- In conjunction with the class teacher, liaise with the parents and carers of children who have SEND.
- Evaluating and reporting on the provision for children who have SEND, to the governing body in conjunction with the SEND Link Governor
- Updating the school's SEND register and keeping the records of SEND pupils up to date
- Liaise with local nurseries and pre-school settings to prepare and arrange assisted transfer for any children with SEND. In addition, ensuring information is collated to support Reception teachers with provision planning

- Liaising with local secondary schools, so that relevant information is passed on to the year 7 teachers and support is provided for year 6 pupils as they prepare to transfer to Key Stage 3
- Regularly observe and support intervention group work to ensure it is of a high-quality targeted provision and will monitor the progress of children undertaking intervention
- Work alongside the headteacher and the governing body to ensure the school meets its responsibilities under the Equality Act of 2010 with regards to reasonable adjustments and access arrangements.

The class teacher is responsible for:

- Ensuring all pupils have access to quality first teaching from the teacher
- Ensuring there is support, scaffold and challenge for all pupils
- Ensuring teaching is adapted as needs emerge within a lesson or a series of lessons
- Having a clear understanding of the needs of all pupils
- Providing pupils with effective feedback
- Checking on the progress of each child in their class and identifying, planning and delivering any additional help a child may need whilst maintaining appropriate challenge
- Writing and reviewing SEND Support Plans with support from the SENDCo
- Utilising the graduated approach and quality first teaching strategies to meet the needs of all of their learners.
- Ensuring effective use of resources including TA support to maximise outcomes for SEND pupils
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.
- Working in partnership with parents and external agencies

All Teaching assistants will, under the guidance of the class teacher and the SENDCo:

- Be involved in the development of the school's SEND policy, where possible
- Be fully aware of children with SEND
- Attend appropriate training with regards to SEN as directed
- Be aware of the school's procedures for identifying, assessing and making provision for pupils with SEND
- Ensure rich and varied learning opportunities are provided for the children in their care and give appropriate feedback on progress and future needs.
- Adapt teaching and learning, as needs emerge within a lesson or series of lessons.
- Provide learners with support, scaffold and challenge for all pupils, including provision of appropriate resources
- Use a range of questioning to engage, support and challenge

In some cases, a teaching assistant will be allocated to an individual child. Teaching partners will possibly attend and contribute to that child's annual review process.

Complaints procedure

We try very hard to meet the needs of all the children in our care, to help them to achieve their desired outcomes and to work in close partnership with parents and other relevant agencies. If a parent/carer has any concerns regarding their child's special needs, they should, in the first instance, speak to their child's class teacher who will share their concerns with the SENDCo. If a parent/carer continues to feel concerned, they should raise the matter with the SENDCo directly in person or by email:

The Parents Partnership Service is available to give advice and to put parents in contact with other support groups. South Glos Parents & Carers website:

<http://www.sglospc.org.uk/>

SEND and You SENDIAS is a not-for-profit organisation and a registered charity to provide information, free impartial advice and support to parents and children about SEND

<https://www.sendandyou.org.uk/>

Reviewing the policy

The SEND policy will be reviewed on an annual basis by the Headteacher and SENDco alongside the governing body and ratified accordingly. Opportunities will be given to parents to respond to the policy and share their thoughts with a member of staff.

This policy should be read in conjunction with the school's Equal Opportunities (gender, age, race, sexual orientation, religion and belief and disability), Child Protection and SEND Code of Practice (2014) and the school's Disability Equality Plans. The school also refers to South Gloucestershire Guidance on Pastoral Support Programmes.