



St Andrew's CE VC Primary School

A church school that learns, grows and achieves together

“Train up a child in the way he should go,
and when he is old he will not depart from it”
Proverbs 22:6

Special Educational Needs & Disability Policy

Signed (Chair)	Name Stephen Youngs	Date March 2021
Signed (Head)	Name Helen Green	Date March 2021
Ratified by Governing Body on March 2021		Next Review April 2022

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.*

Pupils who may attend school during the national lockdown

During the current national lockdown, our school has been instructed to partially close to slow down the spread of coronavirus.

This means that we're only able to stay open for vulnerable children and the children of critical workers – all other pupils will continue their learning from home until the restrictions are lifted.

We strongly encourage all vulnerable children to continue to attend school in person during this period.

St Andrew's CE Primary School are compliant in offering places to SEND learners during COVID-19 and their education needs will continue to be fully met.

Definitions of 'vulnerable children'. Vulnerable children are those who:

- Have a child in need plan or child protection plan
- Are looked after by the local authority
- Are assessed as being in need under section 17 of the Children Act 1989
- Have an Educational Health Care Plan (EHCP)
- Have been identified as otherwise vulnerable by the school or local authority

Additional information for pupils who will attend school in person:

Any pupils with an EHCP will receive normal class teaching daily from the class teacher in smaller groups and will also have their regular TA there to implement outcomes and personalised learning plans to support pupils learning.

Additional information for pupils who will NOT attend school in person:

Any pupils with an EHCP not attending school will have access to remote learning, differentiated work on the virtual learning platform and also individual packs that will be delivered weekly to your house by the SENDCo.

If you have any questions, please contact Mrs Green or Mrs Gatehouse on 01454 294498.

Thank you for your continued support during these exceptional times.

Special Educational Needs and Disability Policy March **2021**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2013

Roles and Responsibilities

The person responsible for managing SEND provision (SENDCo) in school is Philippa Gatehouse (SENDCo).

SEND Governor: Julie Doyle

Designated Lead for Safeguarding: Helen Green (Head Teacher)

Looked After Children (LAC): Helen Green (Head Teacher) and Philippa Gatehouse (SENDCo)

Children with Medical Needs: Charlotte Skipp

This policy was created by the school's Special Educational Needs Coordinator (Philippa Gatehouse), the SEND Governor, Helen Green (Head Teacher), the staff and parents of pupils with SEND (Special Educational Needs and Disabilities).

Introduction

At St Andrew's CE Primary School, every teacher is a teacher of every child, including those with SEND. Good practice for SEND children is good practice for all children. We believe that all children are entitled to an education that enables them to make progress so that they;

- Achieve their best,
- Become confident individuals living fulfilling lives, and
- Are prepared for a successful transition into the next stage of their life.

We are committed to the inclusion of all pupils and we deliver a broad and balanced curriculum, made accessible through differentiated activities. The needs of a significant minority of the children require consideration beyond that given to other pupils (a Special Educational Need). Government Legislation dictates the framework within which the school operates (the Special Educational Needs and Disability Code of Practice: 0 to 25 2014, the SEN and The Special Educational Needs and Disability Regulations 2014), with further guidance provided by both the Government and Local Authority.

At different times in their school life, a child or young person may have a special educational need. The code provides a definition of SEND:

'A child or young person has SEND if they have a learning difficulty or disability which calls for a special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'

If a child is identified as having SEND, we will work closely with them and their parents to provide provision that is additional to or different from the differentiated curriculum which is already in place. We work with children to overcome barriers to learning.

Aims

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to an individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision occurs as early as possible in their school career
- To put relevant and purposeful intervention in place for children requiring alternative provision
- To ensure that SEND pupils take as full a part as possible in all school activities

- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Identifying Special Educational Needs and Disabilities

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

Special Education Provision means:

For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the locality.

St Andrew's CE Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, ensuring parents are notified when SEND provision is being made for their child.

Special Educational Needs and Disability provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and / or Physical (SEND Code of Practice 2014)

At school we place significant emphasis on the early identification of pupils experiencing difficulties when accessing learning and general school life opportunities.

The SENDCo liaises closely with the Head Teacher and Class Teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, SATs, standardised scores, observations and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of the identification is to identify what action school needs to take.

At St Andrew's CE Primary School we identify the needs of our children by considering the needs of the whole child and not just the special educational need. We consider other factors that are not regarded as SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of service personnel.

The Code of Practice (2014) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching. Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEND Register is kept by the SENDCo in consultation with class teachers.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice. The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within existing school provision.

Teaching and Learning

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The class teacher remains responsible for working with and devising, programmes of work for special needs children.

At St Andrew's CE Primary School we follow The Code of Practice (2014) and this advocates a graduated response (see Appendix 1) to meeting pupils' needs. We provide **high quality teaching (Wave 1)**, differentiated for individual children and this is the first step in responding to pupils who have SEND.

Quality first teaching (Wave 1)

- The teacher has the highest possible expectations for all pupils in their class
- All teaching is built on what the children already know, can do and can understand
- Different ways of teaching are in place so that children are fully involved in learning
- Specific strategies (which may be suggested by a specialist teacher or outside

agency) are in place to support children to learn

- Teachers will let parents know what their child is learning and how they are progressing.

At school we regularly review the quality of teaching for all pupils, including those that are at risk of underachieving. Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targeted interventions. The decision to make Special Educational Provision involves the SENDCo, class teacher and Head Teacher. Parents, families and children are involved in decisions through attending regular review meetings.

When children are identified as having SEND, the school will intervene through targeted interventions (Wave 2) and Specified Individual Support (Wave 3 & 4) as described below.

Targeted Interventions (Wave 2)

- Classroom based or in sessions outside of whole class learning
- Planned by the Teacher
- Delivered by the Teacher/Teaching Assistant
- Interventions assessed and monitored by the SENDCo
- Parents are informed when their child takes part in a group intervention with targets and progress being shared.

Targeted Interventions are characterised by learning activities that are different from or are additional to the normal differentiated curriculum. Targeted Interventions can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- make little or no progress
- demonstrate difficulty in developing English and or Mathematical skills
- show persistent social, emotional or mental health difficulties which are not affected by classroom management strategies
- have sensory/physical problems, with little progress being made despite the provision of specialist equipment
- experience communication and/or interaction difficulties and make little or no progress.

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When children are identified as having SEND, the school will intervene through targeted interventions (Wave 2) and Specified Individual Support (Wave 3 & 4) as described below.

Specified Individual Support (Wave 3)/Specified Individual Support – EHCP (Wave 4)

- If the learner has an Education Health Care Plan or if they have been assessed by an outside agency they will at times receive 1-1 support, with an individual plan of learning.
- Children with Social and Emotional and Mental Health needs are supported by using the Boxall Profile to identify specific areas of need.

For higher levels of need school may liaise with external agencies and professionals. These include:

- Community Paediatricians
- School Health Nurse
- Occupational Therapists
- Speech and Language
- Educational Psychology
- Inclusion Support Service (Communication, Interaction and Literacy, SEBD, VI, HI, PD and Early Years)
- COMPASS Early Help Team - EHAP
- Action and Response Team
- Social Services (multi-agency working).

Specified Individual Support is characterised by a sustained level of support and, where appropriate, the involvement of external services. External support services will advise on targets for the Individual Provision Maps (IPM) and provide specialist inputs to the support process. Specified Individual Support intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum Age Related Expectations considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing English and Mathematical skills
- Has emotional, social or mental health problems that often substantially impede own learning or that of the group, and this may be despite having an individualised learning programme.
- Has sensory or physical needs requiring additional specialist equipment or

visits/advice from specialists.

- Has communication or interaction difficulties that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil.

Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These will be implemented by the class teacher and may involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Managing pupil needs on the SEND register

Every class teacher, working alongside other professionals, is responsible for evidencing progress. Children's attainment and progress is reviewed termly and next steps put in place from there.

A class teacher may use a range of ways to record next steps, these being:

- Individual Provision Maps
- Pupil Passports
- Individual Behaviour Plans
- Class Provision Maps

Children and families are involved in planning for progress through regular discussions about 'next steps'. The child's voice is central to every review of progress.

A child will be removed from the SEND register when they are accessing differentiation within the class; that is they do not need anything above and beyond what is offered to the class as a whole.

Individual Provision Maps (IPMs), Individual Behaviour Plans (IBPs), Support plans

Strategies for pupils' progress will be recorded in a IPM/ Pupil Passport containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review.

The IPM will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IPMs will be discussed with the pupil and the parent. IPMs are reviewed regularly (at least 3 x a year, as well as Parent/Teacher interviews) with parents and school staff.

Education, Health and Care Plan Assessment

The school will request an EHC Assessment from the LEA when, despite an individualised programme of sustained intervention within specified individual support, the child remains a significant cause for concern. An assessment might also be requested by a parent or outside agency.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care.

The school will have the following information available:

- The action followed with respect to targeted interventions and specified individual support.
- The pupil's IPMs
- Records and outcomes of regular reviews under taken
- Information on the pupil's health and relevant medical history
- Assessment of progress based on Age Related Expectations
- English and Maths attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals.

Supporting children and families

Families can be directed to the school's SEND Report (www.standrewsschoolcromhall.org.uk) and South Gloucestershire's Local Offer ([South Gloucestershire Local Offer](#)) in order to make decisions about next steps for children. We also use the Early Help Assessment and Plan (EHAP) process and Team Around the Family (TAF) to facilitate links with other agencies.

Supporting children with medical needs

At school we recognise that pupils with medical conditions should be effectively supported to have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children will also have SEND and may have an Education, Health and Care Plan, (EHCP), which brings together health and social care needs, as well as their special educational provision.

The person responsible for coordinating provision for children with medical needs is Charlotte Skipp.

Personal care and toileting needs

In line with the Equality Act 2010, school will not discriminate against children with special educational needs or disability. A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out day to day activities. A delay in achieving continence - or not being toilet trained - can be considered a disability, if in line with their physical or mental impairment. St Andrew's CE Primary School will make reasonable adjustments for any child in school who has a medical toileting need and has a letter from the Consultant Paediatrician. Individual care plans will be drawn up for any pupil who requires regular support with toileting needs.

Personal care tasks within school may include:

- Skin care/applying external medication
- Feeding
- Administering oral medication
- Dressing and undressing (clothing)
- Washing non-intimate body parts
- Prompting to go to the toilet.

Personal care encompasses those areas of physical and medical care that most pupils carry out for themselves but which some are unable to do because of disability or medical need. Children and young people may require help with eating, drinking, washing, dressing and toileting in which a member of staff will support them. Support staff are involved on a daily basis in providing personal care to children and young people with special educational needs arising from learning difficulties, sensory impairments, medical needs and physical impairments. Each child's right to privacy will be respected, although, for safeguarding reasons, there will usually be two adults involved in administering any personal care.

Personal care arrangements will be discussed with parents on a regular basis. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing.

Allocation of Resources

The SENDCo is responsible for the operational management of the specified and agreed resources for special educational needs provision within school, including provision for children with Education and Health Care Plans. The Head Teacher informs the Governing Body of how the funding is allocated.

Monitoring and evaluating SEND provision in school and the SEN policy

The SENDCo regularly completes audits of SEND provision in school in order to gain child, parent and staff views. The SENDCo regularly feeds back to governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

Pupil progress will provide evidence for the success of SEND and the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting IEP targets
- Use of standardised tests
- Observations in class
- Evidence generated from IEP review meetings

The provision for SEND within the school will be monitored by the SENDCo in consultation with the Head teacher and Governing Body.

The SEND information report will be published on the school website and this will be updated annually, this report will provide an outline of SEND policy and practice across school.

Staff Development / Funding and Training

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any medical need.

Teaching assistants who support children with special educational needs receive relevant and regular training.

Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEND. Requests for training opportunities will be prioritised in discussion between the member of staff concerned, the SENDCo and Head Teacher.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff. We review educational processes for all children in school termly.

Storing and managing information

Documents are stored securely in school. Hard copies of documents are kept in locked cabinets within offices. Electronic transfer of records is processed securely.

Complaints procedure

If any parent/carer has any concern regarding the education of their child with SEND they should first make contact with their child's class teacher. If, after this, the parent/carer still has concerns, they should then make an appointment to see Helen Green (Head Teacher) or Philippa Gatehouse (SENDCo) in line with the schools' Standard Complaints Procedure. All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.

Bullying

Vulnerable children and their families in school have access to support teachers and staff at school. School liaises with a range of specialist services in order to provide full support for a range of additional needs. Refer to our Anti-bullying policy.

The role of the SEND Co-ordinator

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech therapists

- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The LEA
- Specialist Services
- Education Welfare Officer
- Social Services
- Health Visitors.

Other Policies and documents

Other policies that should be read in conjunction with this include:

- Behaviour
- Teaching and Learning
- The Complaints procedure.
- Anti- bullying policy
- Safeguarding Policy
- Safer handling

Procedures for referral to outside agencies are available in the 'SEND handbook' published by the LEA.

<u>A Graduated Response to SEND</u>			
Action	Who is involved?	What is involved?	Next Steps
Differentiation (High Quality First Teaching)	The class teacher is responsible for differentiating work for all the pupils.	The teacher plans for the activities to be given to the pupil at the appropriate level of need for success and progress to be achieved.	If, after observations and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEND register at Wave 2 is considered. The teacher responsible for the child informs the SENDCo of the concern using the 'SEND Cause for concern' form.
Targeted Interventions (Wave 2)	The child is placed on the SEND register at Wave 2 support. Appropriate interventions are identified and parents/carers are involved.	Additional and/ or different activities/ resources are used to meet the needs of the pupil. Suggestions for support at home are considered with parents/ carers. <i>The actions are tracked on a Class Provision Map or IPM (if appropriate).</i>	Most pupils should make progress with the additional help, but if the targets and strategies implemented means that adequate progress is not made, advice is requested from outside agencies.
Specified Individual Support (Wave 3)	The SENDCo requests advice from an external agency. The pupil moves to Wave 3 support. An Individual IPM is devised from the additional guidance given and is agreed with parents/carers. The teacher involved delivers the plan of action.	The IPM is implemented in the class using the strategies and additional/ different resources suggested. Support from home is considered. The IPM is reviewed regularly (at least 3 x per year, as well as Parent/Teacher interviews 3 x per year) using the Assess, Plan, Do, Review (APDR) cycle.	The majority of pupils will make further progress with the advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment.
Specified Individual Support – EHCP (Wave 4)	The SENCO works alongside the class teacher, teaching assistants and professionals from external agencies to review the pupil's targets. This is part of the annual review process. The teacher involved, with the support of the SENDCo, delivers the specified plan (the EHCP).	The EHCP is implemented in the class using the strategies and additional/ different resources suggested. Support from outside agencies and home is considered. The targets within the EHCP are reviewed using the Assess, Plan, Do, Review (APDR) cycle, as well as the annual review.	An annual review of the EHCP takes place involving all stakeholders. Targets are adjusted if necessary. The SENDCo completes and returns the annual review to the 0- 25 team.