

St Andrew's Church School
SPECIAL EDUCATION NEEDS AND DISABILITY
POLICY (SEND)

Person Responsible	Jayne Rochford-Smith (Headteacher)
Review Date	February 2021
Named Governor	Natalie Hartwell
Special Educational Needs Co-Ordinator (SENCo)	Charlotte Buckley
Safeguarding Officer	Jayne Rochford-Smith
Looked After Children Lead	Jayne Rochford-Smith
Medical Conditions Lead	Jayne Rochford-Smith
Governor Committee	Curriculum and Standards Committee (CAS)

COMPLIANCE

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

- Equality Act 2010: advice for schools DfE February 2013
- The Children and Families Act 2014
- SEND Code of Practice 2015
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- BWMAT Child Protection Policy September 19
- Policy for supporting pupils at school with medical conditions
- Teachers' Standards 2012

Special Educational Needs and Disability Policy (SEND)

The policy has been created by the school's SENCo with the SEND governor in consultation with the SLT, all staff and parents of pupils with SEND. The policy has been co-produced in the spirit of the current reform.

The Children and Families Act 2014

This Act takes forward The Government's commitments to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed no matter what their background. The Act reforms the systems for adoption, looked after children, family justice and SEN. The Act makes several changes to the law, regulations and practices on SEN. These include:

- Replacing Statements of SEN with a new, birth to 25, Education and Health Care Plan. (EHC PLAN)
- As part of these reforms, The Local Authority has responsibility for changing existing Statements to ECH Plans by 2018. And with immediate effect for new applications.
- Improving co-operation between all services that support children and their families.

The Special Educational Needs and Disability Code of Practice 2015

The Code of Practice aims to secure the best possible outcomes for all children with Special Educational Needs and Disabilities to make certain that each individual is fully prepared for adulthood. This requires early identification, a wider choice of support for families, high quality provision to meet individual needs and collaboration between education, health and social care services. St Andrew's Church School fully supports the principles of The Code ensuring that:

- 1) The views and wishes of parents and children are fully considered.
- 2) Parents and children are involved as much as possible in the decision-making process. Definition of Special Educational needs and Disability Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority. (DfE and DOH, 2015: 15)

The Equality Act 2014 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

POLICY RATIONALE

St Andrew's Church School enables children to:

- Become motivated lifelong learners, able to set ambitious targets and to reach their full potential.
- Acquire knowledge and skills in all areas of the curriculum.
- Be confident and discerning users of information and communication technology.
- Develop enquiring minds and independence of thought.
- Be able to work collaboratively as well as independently.
- Accept challenge and be prepared to learn from failure as well as success.
- Have high self-esteem, respecting themselves, others and the environment
- Grow spiritually and morally.

POLICY AIMS

The school's aims are only achievable when every child is valued as an individual and the curriculum is accessible to all, irrespective of ability and specific education needs. This policy provides the guidelines and procedures by which we set out to achieve our aims and the means by which our success will be measured.

OBJECTIVES

The school will provide the means by which all teachers and support staff are able to assist all children to achieve expected levels of progress from their starting point

- (i) A child's needs will be identified through systematic assessment and diagnosis.
- (ii) A graduated approach to interventions will be followed to enable children to achieve clearly targeted outcomes where it is decided that they require additional support.
- (iii) Support, advice and training for all staff in the school.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The school will identify the four categories of SEND as set out in the SEND Code of Practice 2015 (Section 6.8)

Communication and Interaction:

Speech, language and communication needs (SLCN) include those where children have difficulty in speaking and understanding. This will cover those with an autism spectrum disorder (ASD), including Asperger's Syndrome and Autism.

Cognition and Learning:

This includes those children who learn at a slower pace than their peers even with appropriate differentiation. These needs include:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD),
- difficulties with mobility and communication through to profound and moderate learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties;
- Specific learning difficulties (SpLD) affect one or more aspects of learning, eg dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

This category encompasses a wide range of social and emotional difficulties, including underlying mental health difficulty such as anxiety and depression. This will cover those children who

- become withdrawn and isolated
- display challenging, disruptive or disturbing behaviour

Also other disorders including

- attention deficit disorder (ADD)
- attention deficit hyperactive disorder (ADHD)
- attachment disorder (AD)

Sensory or Physical Needs

Some children require special educational provision because they have a disability which prevents or restricts their use of educational facilities provided generally within the school. Further information is available within the School's Accessibility Plan (Appendix B)

These include

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical ability (PD) requiring on-going support and equipment to access all the opportunities available

THE GRADUATED APPROACH TO SEND SUPPORT

The flowchart below represents the graduated approach to identification and support for children with SEND. This is designed to remove barriers to learning and put effective special education provision in place.

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. (SEND Code of Practice 2014).

Interventions will be reviewed and monitored against the expected impact on progress by setting clear targeted outcomes within a set period of time. Parents will be involved in this process.

Pupils who require targeted support are identified in a range of ways:

- Concerns are raised by parents/carers, teachers or previous schools/pre-schools.
- The child's progress/attainment is significantly below age related expectations.
- There is a significant or prolonged change in a child's behaviour.
- The child asks for help. If a child is not making expected progress or if there is another indicator of concern, the school will contact parents/carers to discuss:
 - Any concerns at home.
 - Interventions that could be put into place.
 - Referrals to appropriate outside agencies to support the child's learning.
 - How the school can work in partnership with parents/carers to fully support the child. Sometimes a child may need short-term help if there is a change in circumstances, such as bereavement or a family breakdown. St Andrew's takes these matters very seriously and welcomes the chance to discuss concerns with parents/carers to support the child in the best possible way.

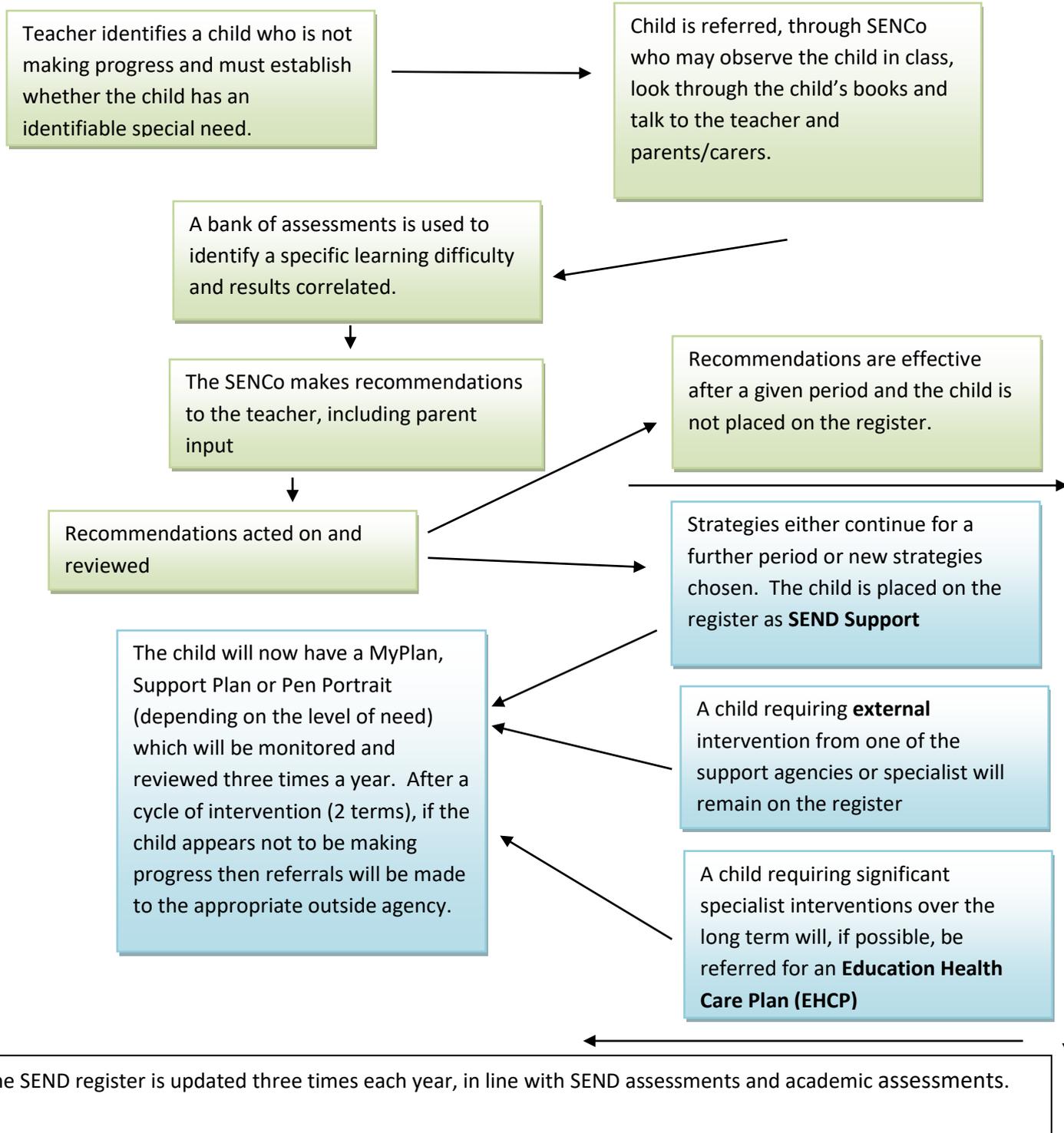
Parents/carers are also able to use the services of from The Parent Partnership Service should they require further advice.

Where a child has significant needs that the school feels it cannot meet and little or no progress has been made despite relevant and purposeful action over a sustained period, the school can apply for An Education Health Care (EHC) Special Educational Needs and Disability Policy Assessment which may lead to further support being provided by the Local Authority, additional to the school budget which includes money for children with Special Educational Needs.

Parents and young people are also entitled to request an EHC Assessment.

THE FLOW CHART REPRESENTING SEND PROCESSES WITHIN ST ANDREW'S CHURCH SCHOOL.

Identification and Support



MANAGING PUPILS NEEDS ON THE SEND REGISTER

Assessment may include:

- Standardised tests
- Criterion referenced assessment checklists
- Profiling tools eg for behaviour, SLCN
- Observation schedules and prompt sheets
- Questionnaires for parents
- Questionnaires for pupils
- Screening assessments
- Specialist assessments

The interventions will be reviewed against clearly set targets and evidence for the reviews may include:

- Classroom observation
- Looking at children's work
- Tests
- Pupil, parent and staff views

CRITERIA FOR EXITING THE SEND REGISTER

The register is reviewed at least three times a year. Children will exit the register when there is sufficient evidence to show that they are making the targeted progress from their starting point. (See Flow chart above). This does not preclude a child returning to the register.

SUPPORTING PUPILS AND FAMILIES School Information Report and The Local Offer

The **school has a clear SEND Information Report** (Appendix C) outlining the support which is available within the school. The offer sets out the range of support available to families. This should be read in conjunction with this policy. This is appended and subject to review, particularly in relation to external provision.

The **Local Authority has a Local Offer** which sets out support available for support facilities which are available but external to the school <http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25>

The Local Authority has a Local Offer: 'The Local offer' is information about a range of services and provision in the local area that are available for children and young people (aged 0-25) with special educational needs. It includes information on:

- Education, health and care provision for children and young people with Special Educational Needs.
- Arrangements for identifying and assessing children and young people with Special Educational Needs
- Arrangements for requesting AN Education, Health and Care Plan.

Special Educational Needs and Disability Policy (SEND)

- Other education and training provision
- Support for transition for children moving between phases of education.
- Arrangements for travel to and from school.
- Sources of information, advice and support in terms of SEN including parent/carer forums, support groups, childcare and leisure.
- Arrangements for making complaints. The LA's 'Local Offer' - available at : bathnes.gov.uk/localoffer

Children with specific SEND needs may be entitled to support with external tests, such as SATS. This is achieved through an application by the headteacher to the testing body.

TRANSITION

Induction for Early Years children takes place in Term 6 when all pupils have two half day visits in school. Induction meetings with parents are arranged at the very beginning of the new academic year. Reception teachers/SENCo also visit the pre-school setting to discuss the needs and progress of pupils with Special Needs. The school also offers optional home visits. Transition Funding is available from The Local Authority to support pupils with need in their first year of education. For pupils in Year 6, transferring to secondary school, a transition plan is drawn up and additional visits are arranged as necessary. The secondary schools visit the children in term 6 and meetings take place between the SENCo's to transfer documents and discuss individual needs. For those children who transfer mid-year, Local Authority procedures are followed.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS (APPENDIX D)

The school has a policy for supporting children who have medical conditions. This complies with the DfE Statutory Guidance for supporting pupils at school with medical conditions (April 2014). This should be read in conjunction with this policy. (Please see Appendix D).

MONITORING AND EVALUATION OF SEND

The school uses a **pupil progress tracker for on-going assessment** which is a comprehensive suite of data which informs teachers of individual pupil progress and attainment as well as that for the whole school.

This **pupil progress tracker** is constantly updated by teachers and reported formally to governors three times a year and these outcomes are used to measure progress at all levels. This is supplemented by two sets of **parents' evenings** each year, including the option to meet with the SENCo, together with questionnaires for parents and children to comment on their provision.

The school has a designated SEND Governor, who works with the SENCo on a regular basis to monitor and evaluate provision and procedures. Reports on pupil progress are made to the **Curriculum and Standards Committee (CAS)** three times a year. There are robust systems for checking progress to targets, analysing the effectiveness of provision and resources and planning further developments. A SEND Annual Report is produced in line with the Code of Practice.

TRAINING AND RESOURCES

All staff are entitled to training and support for all children with identified special educational needs within their care. All staff are encouraged to maintain and develop the quality of teaching and provision to respond to the strengths and needs of their pupils.

The school is able to identify emerging needs in line with the profile of children with SEND including the arrival of a child with a condition which is unfamiliar within the school, for example, the need for staff to be trained in Makaton where appropriate.

There is an Induction programme for all staff joining the school and SEND is a key element of this programme to ensure familiarity with practice and procedures.

The school's SENCo attends the Local Authority SENCo conferences within Bath and North East Somerset (B&NES) and Bath and Wells Trust meetings and is updated with local and national developments.

ROLES AND RESPONSIBILITIES

The named individuals responsible are set out at the front of the policy. Detailed outlines of each individual's roles and responsibilities are set out comprehensively in the School Information Report which is appended to the policy (Appendix C).

STORING AND MANAGING INFORMATION

SEND documentation is stored within the school's computer system with appropriate access protocols in place to ensure confidentiality and data safety. Hard copies of information are stored in a secure office.

Files are transferred securely to receiving schools on transition.

REVIEWING THE POLICY

The policy will be reviewed by the SENCo, SLT and the SEND governor. Parents will be invited to complete a questionnaire as part of the annual questionnaire to parents in line with Ofsted. Any recommendations for changes will be taken to the Governing Body on an annual basis.

Any concerns related to this policy should be addressed to the SENCo, Charlotte Buckley or the Headteacher, Jayne Rochford-Smith.

APPENDICES

Accessibility Plan (**Appendix A**)

<http://standrewsprimarybath.com/wp-content/uploads/2021/03/Accessibility-Plan-February-21.pdf>

Special Education Needs: Local Offer for Families (**Appendix B**)

<http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25>

SEN Information Report (**Appendix C**)

<http://standrewsprimarybath.com/wp-content/uploads/2021/03/St-Andrews-SEN-Information-Report-Feb-2021.pdf>

Supporting Children with Medical Conditions (**Appendix D**)

<http://standrewsprimarybath.com/wp-content/uploads/2020/02/St-Andrews-Medical-Conditions-Policy-February-2020.pdf>

FURTHER INFORMATION

Further information regarding this policy can be obtained from:

- The SENCo
- Headteacher
- The SEND Governor
- Class Teachers

Concerns related to this policy should be addressed to the school SENCo, Charlotte Buckley.

St. Andrew's Church School always welcome ideas about how our support for children with Special Educational Needs and/or disabilities can be improved.

Approved by Full Governing Body: January 2021

Review date: 2022