

St. George's C of E Primary  
School  
Semington



SEND Policy

*March 2016*

*Review: March 2017*

A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

Reference:

*Sections xiv and xviii of SEND Code of Practice June 2014*

### **Special Educational Provision means:**

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Reference:

*Section xv of SEND Code of Practice June 2014*

### **Principles**

St-George’s C of E Primary School is focused on raising the achievement of all pupils, taking into account individual needs and enabling all to achieve their full potential. Pupils with SEN require special consideration so that they can access the school’s broad and balanced curriculum. All teachers are teachers of children with SEN and have a responsibility to meet these needs. They are advised and supported in achieving this by the SENCO. Our aim is that all children with SEN will be fully integrated into the life of the school enabling them to contribute to the social and cultural activities of the school, provided this is compatible with the efficient education of other children and the efficient use of resources.

## **Objectives**

- To identify and monitor pupils' individual needs from the earliest possible stage so that achievement can be raised quickly through appropriate provision.
- To work in close partnership with pupils and parents/carers to ensure that needs are recognised and met in a child centred way with a clear plan to Assess, Plan, Do and Review provision.
- To ensure that provision for pupils matches needs, takes account of the wishes and feelings of the pupils and maximises the opportunity for progress to be made.
- To ensure that all staff are aware of the procedures for identifying, supporting and delivering the curriculum to pupils with special educational needs.
- When appropriate, to work in close partnership with outside agencies to support the needs and provision for pupils who have special educational needs.

## **Identifying Special Educational Needs**

The school's arrangements for identifying pupils with SEN will have regard to procedures recommended in the Special Educational Needs Code of Practice DFE-00205-2013 (June 2014) and will follow a graduated approach. The four areas of need within the Code of Practice are : communication & interaction; cognition & learning; social, emotional & mental health difficulties and sensory and/or physical needs. We will use these as starting points within our identification process.

Class teachers track pupil progress closely and identify pupils who are not making the expected progress. This progress might be academic or social progress. Parental concerns expressed to the teacher or SENCO are followed up. The SENCO also uses the school data records to monitor progress of all the children every term after assessment points.

If a child is not making the expected progress then the teacher and the SENCO will meet to discuss if there are reasons why the child is not making the expected progress and whether there needs to be any additional support provided. The SENCO might also observe and/or assess the child to see if there are any underlying barriers to the progress or give the class teacher checklists to identify any specific areas of difficulty. The parents will be invited to contribute to this discussion through the parent consultation evening or an additional meeting if necessary.

## **A Graduated Approach to SEN Support**

At St-George's C of E Primary School we believe that quality first teaching is essential for all children so we take steps through all our policies to ensure that this happens. Through quality first teaching, children can be provided with good lessons which are well planned, appropriately differentiated to meet all children's individual needs and move learning on. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or

specialist staff. We provide training and coaching to help improve teachers' understanding of strategies to identify and support children with special needs.

We use a graduated approach to SEN support using the principles of **Assess-Plan- Do – Review**.

**Assess:** After children have been identified as having a special needs (as described above) their name is entered onto our register of SEN.

**Plan:** The classteacher & SENCO will then decide on what they feel should be the outcomes for the child and the provision that will be needed to ensure that these outcomes are met within the set time frame. A meeting is held with the child's parents to share this plan & when agreed upon, this is recorded as a SEN plan / support plan. The classteacher, SENCO & parent all hold a copy of this SEN plan / support plan. The plan is also shared with the child as appropriate for their age and stage of development.

**Do:** The SEN plan / support plan and provision is put into place. The SENCO monitors the implementation through observation and assessment.

**Review:** The SEN plan / support plan is reviewed by the classteacher, parent & SENCO to decide if the outcomes have been met and whether any further action needs to be taken. This could result in:

- the child no-longer needing a SEN plan / support plan & being removed from the SEN register
- the child needing to continue with a SEN plan / support plan but with new objectives and or provision provided.
- A decision to involve outside agencies such as specialist teachers, Educational Psychologist, speech therapist etc. This decision is informed by the criteria set out by the outside agencies which can be found in Wiltshire's local offer. If a child continues to not make progress, the school or parents can consider applying for a Education, Health and Care Needs assessment.

## **Roles and Responsibilities**

### **Governors' Role**

The duties of the governing body is to:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Take all steps to ensure disabled children are not discriminated against in the school's admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school.
- Ensure that where the Headteacher has been informed by the Local Authority that a child has special educational needs, those needs are made known to all who are likely to teach him/her.

- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Ensure that parent/carers are notified of a decision by the school that SEN provision is being made for their child.
- Ensure that a child with special educational needs and/or disabilities joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the children receiving the special educational provision their learning needs require, and with regard to the efficient education of the children with whom they are educated, and the efficient use of resources.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all children with special educational needs and disabilities.
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.
- Have a written SEN policy containing the information as set out in the SEN Code of Practice 2014).
- Report to parents/carers on the implementation of the school's policy for children with special educational needs on the school's website in an SEN Information Report – to include the name of the person responsible for co-ordinating SEN provision in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the schools SEN policy.
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process.
- The quality of the SEN provision is continually monitored.
- The SEN policy is reported on the school's website and children's progress is reported in the school profile.

The governor responsible for SEND monitoring is Elizabeth Williamson.

### **SENCO's Role**

The SENCO is responsible for the coordination of provision for special educational needs throughout the school. This involves working with the Head of the School, the Leadership Teams and the Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- The day to day implementation of the SEN policy
- Monitoring, evaluating and reviewing policies and practices relating to SEND

- Coordinating provision for children with SEND in order to meet their needs effectively
- Meeting regularly with class teachers to discuss the needs of children on the SEN register, to identify vulnerable children and to help them to identify appropriate strategies and resources
- Evaluating the effectiveness of interventions
- Assessing and identifying children's needs
- Working in partnership with class teachers in the formulation and review of My Support Plans, and any recommended actions from external agencies
- Leading, managing, supporting and developing the Teaching Assistant Team and Parent Support Advisor, including the provision of regular training
- Making sure individual learning plans are followed for those on statements or Education and Health Care Plans
- Monitoring and tracking the progress of children with SEN
- Working in partnership with outside agencies connected with children on the SEN register
- Requesting statutory assessments where appropriate
- Working closely with parents or carers of children with SEN including meeting them as appropriate and hosting Annual Reviews
- Maintaining up to date records for pupils with SEN and overseeing the record keeping for all children with special educational needs
- Overseeing and maintaining specific resources for special educational needs and disabilities
- Liaising with the SEN Governor
- Facilitating appropriate training and professional development for staff in the field of SEND
- Working with the Finance officer and Senior Leadership Team to ensure effective use of the SEN budget
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies. Being a key point of contact with external agencies, especially the local authority and its support services. Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

Our SENCO is Lynne Stapleton.

### **Admission Arrangements**

There are no special arrangements for children with SEND. Normal admission arrangements apply and are based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, e.g. wheelchair

access the governors will make reasonable adjustment to ensure the child's needs are fully met.

If a child is transferring into the school with a Wiltshire My Plan, a statutory Education and Healthcare plan (EHCP) or a statement, or has been receiving extra support from the LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

### **Allocation of Resources**

Special Needs resources for most pupils can be found in their classrooms. Additional resources are held in the SEN cupboard. Class teachers and teaching assistants develop resources for specific children to use (these should be handed to the next teacher during transition meetings at the end of each academic year). The governing body works with the Headteacher and SENCO to determine the necessary budget provision each year according to the children's needs. Teachers and teaching assistants work together in teams to ensure effective differentiation and deployment of adult support under the leadership of the SENCO. All teaching assistants are given copies of timetables and lesson plans and teachers and teaching assistants are given time during assemblies to meet to discuss progress. The amount of teacher assistant time provided to any class is decided by the SENCO and Headteacher and is determined by the individual needs of children within the class.

### **Access to the Curriculum**

All teachers design the learning activities in ways that the full range of pupils can access them. In order to guard against dependency we expect all pupils to spend time working independently as well as having focus time with their class teacher. A range of groups may be used in the classroom to provide opportunities for pupils to work at their own pace with or without support. Assessment activities enable children to demonstrate their understanding in a variety of ways. Collaborative learning styles are encouraged as well as different methods of recording for some pupils. The class teacher liaises with the SENCO to provide the most effective support for some children. Pupils may be withdrawn from the classroom when it is considered that this will facilitate their learning. Great care is taken to ensure that this will not affect their entitlement to the whole curriculum. At times it is appropriate for the curriculum to be adapted to meet children's needs. We support flexibility and adaptation where this will allow successful inclusion of children with more complex needs. We recognise that extra-curricular activities, clubs and off site visits place particular demands on pupils and staff and work in close partnership with parents to provide practical solutions that safely meet children's needs.

## **Working with agencies outside the school**

The school liaises closely with the LA and will routinely involve a range of services to provide advice for pupils who need additional support. This support is accessed according to the criteria set by each agency.

## **Partnership with Parents and Carers**

The school is fully committed to a partnership with all the parents, which begins well before the children start school. Pre-school children are invited into school, to listen to stories, to attend our assemblies and to spend time in the classrooms. Once the children have started school this partnership is continued and extended to include parents coming into school to help with group activities and give individual support. At all times parents views and concerns are valued and respected, this two-way dialogue is part of the day to day life of the school.

## **Parental Concerns Procedure**

If parents are concerned about the provision of their child they should first discuss this with the class teacher. The class teacher may seek to discuss these concerns with the SENCO and /or Head teacher. The results of the discussion will be shared with parents/carers. The SENCO is always happy to meet with parents and this can be arranged either by asking the class teacher to pass on a message or by contacting the school office. The SENCO will then contact the parent to agree a good time to meet or to speak on the telephone.

### **Parent Complaints Procedure**

Please refer to the School's Complaints Procedure which can be found on the school website

## **Evaluating the success of our policy**

This policy will be regularly monitored and annually reviewed and evaluated against the aims and objectives set out earlier in this policy and with reference to Department for Education policy. The SEND information report is published on the school's website.

### **Date of review**

This policy will be reviewed in March 2017 and reported on in the school website.

## **Agreed at the governing body meeting on**

**Date** .....

**Signed** ..... **(Chair of Governors)**