

St. Georges Church School



S.E.N.D. Policy

January 2023

A New Code of Practice for Special Educational Needs and Disability has been introduced following extensive consultation. We feel that including the foreword of the Code will give readers a broad understanding of the philosophy behind the changes. The full code can be accessed via

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Foreword

From the Parliamentary Under-Secretary of State for Health and the Parliamentary Under-Secretary of State for Children and Families

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

This new Special Educational Needs and Disability Code of Practice will play a vital role in underpinning the major reform programme.

For children and young people this means that their experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

Local authorities and their local health partners have been working together to prepare for the new arrangements, to jointly plan and commission services for children and young people who have special educational needs or are disabled. Those with more complex needs will have an integrated assessment and where appropriate a single Education, Health and Care plan for their support.

The Code of Practice is the product of extensive consultation, and draws on the experience of pathfinder local authorities which have been piloting new approaches with local communities. We have listened to a wide range of individuals and groups and the result is a code which will help everyone working with children and young people with special educational needs and disability to secure for them the outcomes from education, health and social care which will make the biggest difference to their lives.

DR DAN POULTER

Parliamentary Under-Secretary of State for Health

EDWARD TIMPSON

Parliamentary Under-Secretary of
State for Children and Families

Definition of Special Educational Needs and Disability (SEND)

In line with the SEND Code of Practice (2015) we recognise that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools

1. Aims and Objectives

- 1.1 The Governing Body and teaching staff will ensure that the necessary provision is made for any pupil who has special educational or disability needs and ensure that, where the headteacher or the appropriate governor has been informed by the LA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3 The policy and effectiveness of the work for pupils with SEND will be reported as part of the school profile.
- 1.4 The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources. Where this is not possible an alternative activity of equal value will be provided.

2. Responsible Persons

The 'responsible person' for SEND is Jo Thorn

The Governors responsible for SEND is Frank Heggs

- 2.1 The person co-ordinating the day to day provision of education for pupils with special educational needs is Sarah Starr [SENDCO].

3. Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such St. Georges Church School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice, as defined by the school's Christian values and vision statements. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with Education, Health and Care (EHC) plans and those others with less significant problems.

3.2 **Specialist Provision**

Every effort is made to provide any specialist equipment necessary for a particular child, and specialist training, as appropriate, will be made available for teachers and Teaching Assistants (TA) on SEND conditions such as Dyspraxia, Dyslexia, Dyscalculia, Autistic Spectrum Disorder and Attention Deficit and Hyperactivity Disorder in order that as full a provision as possible is made available to the children.

Access to the Curriculum

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- 4.1 The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 4.2 The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENDCO will keep regular records of the pupils' Special Educational Needs, the action taken, progress made and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils and pupils will be encouraged to self-select tasks which they feel suitably challenge them. Teaching styles and flexible groups will reflect this approach.
- 4.5 Planning, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- 4.7 The school runs an inclusive policy at all times of the day, including break, lunch and extra-curricular activities.

5. Providing the graduated response to SEND

The school offers a differentiated curriculum. The school will place the pupil on the SEND register and support that is additional to and different from the differentiated curriculum will be provided, when a pupil fails to make progress and/or shows signs of difficulty in:

- Cognition and Learning
- Social, Emotional, Mental Health
- Sensory, Physical or Medical problems
- Communication and interaction (which includes Speech and Language)

This support may be delivered in conjunction with an Individual Education Plan (IEP), Learning passport, Support Plan or Positive Handling plan. A range of strategies will be adopted including:

- Alternative classroom organisation and management
- In-class support by teacher/teaching assistant
- Withdrawal for individual/small group work
- Home/school reading schemes
- Social Skills programmes and Behaviour Mapping
- Sensory activities
- Nurture and Friendship groups
- Use of specialist equipment
- Alternative teaching strategies

Dedicated use of computing software e.g. Dictation Apps; Touch Typing programmes; Lower Case keyboards; Bluetooth headphones and Readerpens.

The resources allocated to pupils (see 7) who do not have an EHC plan, but are on the Special Educational Needs register will be deployed to implement the Individual Education Plans (IEPs), Learning Passports and Support plans. Parents and pupils will be involved in reviewing progress made and in decision making.

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services such as the Educational Psychologist, Support Services for Education or professionals from the Weston Area Health Authority.

6. Identification and Assessment – a graduated response

- 6.1** If progress is still not achieved the child may be assessed with a view to initiating an Education Health and Care (EHC) needs assessment of special educational needs. This will be conducted by the Local Authority according to the 2014 Children and Families Act. The appropriate forms will be used for recording and referral as necessary.
- 6.2** Identification of special educational needs will be undertaken by all staff through the SENDCO and the appropriate records, Local Authority (LA) and Bath and Wells Multi Academy Trust (BWMAT) forms will be maintained. Records and learning profiles will be developed through a process of continuous assessment by the class teacher, as well as standardised tests of educational achievement. Assessments will allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the special educational needs co-ordinator for diagnostic testing to construct a profile of the child's strengths and weaknesses plus identify specific areas for development.
- 6.3** The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. IEP/ Learning Passport and Support Plan reviews will be held at least 3 times a year, and concerns discussed with parents. Additionally, the progress of children with an EHC plan will be reviewed as a minimum every twelve months, as required by legislation.
- 6.4** Detailed records will be kept of the pupils receiving extra teaching support, behavioural support or medical support.
- 6.5** The regular administration of informal reading assessments designed to provide a profile of reading achievement will take place in addition to phonic check-lists, detailed records of work and the results of standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

Resources

- 7.1** The school SEND budget provides support, as appropriate, to identified pupils. Where the needs of a pupil meets the specific criteria set by the Local Authority, Top Up Funding may also provide support.

7.2 The school also supplements this with the provision of TA hours from the base budget Standards Funding for SEND, the school budget and a percentage from the Pupil Premium grant. At present the school employs 4TAs, 4 1:1 Learning Support Assistants (LSA) and 2 Higher Level Teaching Assistants (HLTA). The 2 HLTAS have a dual role of HLTA and TA within the school.

7.3 The school's provision map (see attached) outlines the resources which are currently in use to support pupils with SEND. Reading Quotients, Teacher Recommendations, SATs, Teacher Assessments all form part of the decision making process.

Currently (academic year 2021 – 2022) the school has
40 SEND pupils
2 CLA (Child Looked After)

7.4 Currently the school has four pupils with an Education, Health and Care Plan (EHCP) from the LA.

8. **Liaison**

Parents will always be consulted regarding the use of an external agency becoming involved with their child.

8.1 Regular liaison, as necessary, is maintained with the following external agencies for pupils with an EHC plan and on the school SEND register :

Support Services for Learning

Social Services

Audiology Service

Service for the Visually Impaired

Health Service

Lifetime

Family and Wellbeing Service

Welfare Service

Portage

Early Years Service

Education Out of School Services

Children Looked After

Special Education Services

North Somerset Parent and carers Working Together

SEND and You

Children's Front Door

8.2 The school has links with all the local community schools and liaison is maintained particularly with regard to Transition issues at Year 6.

8.3 The named Governors for SEND, along with the SENDCO, will report to the Governing Body regularly.

9 **Arrangements for the Treatment of Complaints:**

The procedure for managing complaints is:

➤ Refer to the Headteacher, Jenny Venning

➤ If necessary, refer to the Governing Body through Jenny Venning who will address any complaint at its next meeting of the full Governing Body, using other policies as guidelines to support any decisions/action.

10. **Staff Development**

10.1. In-service training needs related to special educational needs will be identified by the headteacher in consultation with the SENDCO and staff. It will be incorporated into the staff development plan supported by SEND Standards Fund and Pupil Premium Funding.

11. Working with Parents

- 11.1. The school will actively seek the involvement of parents in the education of their children as set down by the new Code. It is recognised that it is particularly important with pupils who have special educational needs that the support and encouragement of parents is often the crucial factor in achieving success.
- 11.2. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service.
- 11.3. As mentioned in '8' above, parents will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings at all stages

12. Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and involved in setting the targets in their Individual Education Plans and Learning Passports. The pupil voice will be sought and steps will be taken to involve pupils, as appropriate, in decisions which are taken regarding their education.

13. Evaluating Success

13.1. This school policy will be kept under annual review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' IEP, progress review and/or annual review. In addition evidence will be gathered regarding:

- Staff awareness of individual pupil needs
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-EHC special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements.

SignedChair of Governors Print LYNDSEY MARKHAM..

Date

Signed..... Headteacher Print ...JO THORN

Date