

St. Georges Church School

"All things are possible for one who believes" (Mark 9:23)



S.E.N.D. Policy

Review frequency: Annually

Date of next review: March 2024

Committee: LGB

Required by Law: Yes

Governor approval (date): Spring 2023

Website (public area): Yes

Staff / governor responsible: Sarah Starr (SENDSCO) Frank Heggs (Governor)

March 2023

Our Ethos and Vision

“All things are possible for one who believes.” (Mark 9:23)

“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as ever you can.” (John Wesley)

Our vision is that with faith and belief we can transform lives – not only in our school but also beyond, in our local and international communities, creating global citizens of the future who are stewards of the Earth. We want all our children to leave St Georges with the knowledge and skills to flourish in life, and the dispositions to help others to flourish as well.

Our Mission

Our mission is to create classrooms where children achieve more than they think possible. Adults are supported to fulfil their highest aspirations, so that all members of our learning community can live life in all its fullness (John 10:10) and become active contributors to building a better world. St Georges’ citizens are stewards of the Earth. At St Georges we know that children and adults flourish when, through love and nurture, they are engaged in learning that is challenging, adventurous and meaningful. St Georges Church School and Nursery is committed to the philosophy that learning is limitless, and everything is possible. We believe that there is a special spark in everyone, and that every child is intelligent and extraordinary.

Introduction

As part of the Bath and Wells Academy Trust, St Georges is committed to meeting the needs of children with SEND. Our vision for inclusion is based upon being the best version of ourselves and applies to everyone who works and learns within the Trust family. We want everyone to feel the freedom to be themselves, valuing each other with kindness and respect in everything we do, enabling children to grow and develop in confidence.

We accept, unconditionally, all children and families into the life our schools. We take every opportunity to celebrate learning together and hold our doors open to people from all backgrounds and traditions.

We unlock opportunities for children to flourish in a wide variety of disciplines, not simply those that are measured. We patiently nurture development and growth, knowing that character is at the heart of educational achievement.

In BWMAT, we believe that inclusion is about engendering a belief that our pupils can do ‘anything and everything’ and are not limited by a label they may carry. We believe in equity of learning opportunities for all pupils across our schools. We do this by listening and responding to children and their families so to build an ongoing, holistic understanding of our pupils and their needs. We are outward facing, and research led and through SEND Hubs and Network events and SEND Leadership training we ensure that there is a comprehensive range of opportunities for staff to develop and progress their skills and knowledge around SEND.

We make our curriculum accessible to all by:

- setting suitable, ambitious yet achievable learning activities,
- ensuring we cater to all learning types through creative activities and a broad range of experiences, including through accessible opportunities for children with SEND to be involved in extra curricular experiences.
- responding to individual's diverse needs to ensure they are ready to access the learning
- identifying potential barriers to learning through assessment, careful and considered planning, provision of resources and availability of additional support,
- taking account of the diversity of language, culture, experiences and abilities within the school to enhance teaching and learning.

We celebrate difference and individuality in our children and know that each child comes with their own way of learning at every level of need, outlined in the Code of Practice as the 'four broad areas if need'. Through Quality First Teaching, teachers use both summative and formative assessments to inform the next stage of learning, ensuring our children are challenged and engaged at all levels.

We aim to support children in a small group or individually dependent on activity and need. This will be sometimes in the classroom or in a quiet space, depending on which would maximise the learning at the time.

Some children may be supported by other professionals including Health Services educational psychology, occupational therapy and SALT in these cases, parents/carers and our children will be informed, and their views and visions will be considered. In some cases, professionals will make direct contact with parents/carers, in this instance it is then their responsibility to inform the parents of a visit and the parents/carers responsibility to inform the school.

Definition of SEND and Disability (SEND)

'A child or young person has SEND if they have a learning difficulty or disability which class for special educational provision to be made for him or her' and 'reasonable adjustments and access arrangements should be considered as part of SEND planning and review.'

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 facilities of a kind generally provided for others of the same age in mainstream schools.'

SEND Code of Practice 2015

Children may have needs for a period of time, or throughout their journey with us. This policy ensures that our curriculum planning reflects the type and extent of any difficulties our children experience and as a school, our aim is to ensure that parents/carers are fully involved in any decisions relating to SEND provision for their children. All children will be admitted to the school in line with the school's agreed Admissions Policy, as identified in the school's prospectus and can be found on our website.

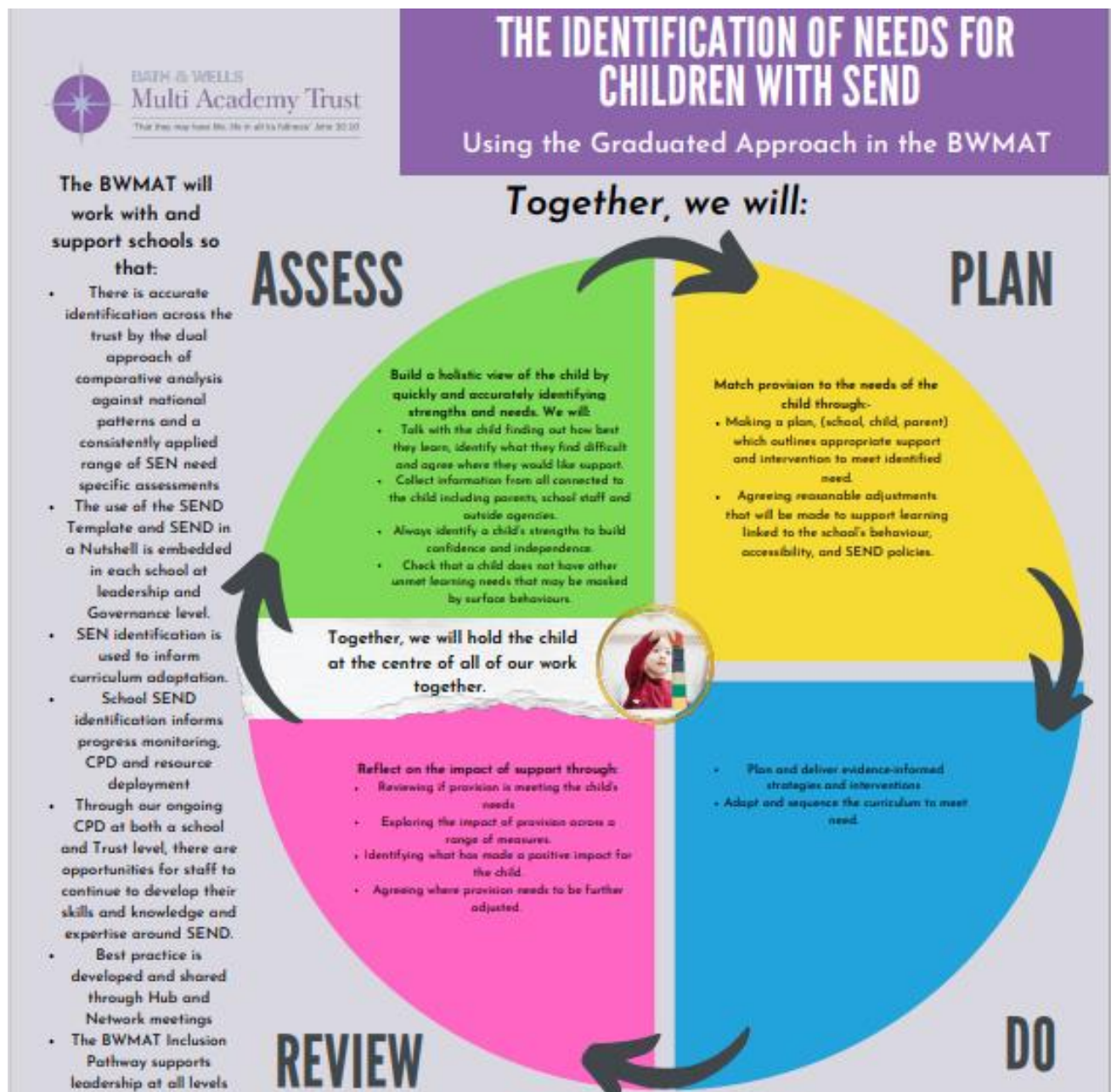
The Four Broad Areas of Need

<p>Communication and interaction</p>	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different periods of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (SEND Code of Practice 2015, 6:28)</p>
<p>Cognition and learning</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (SEND Code of Practice 2015, 6:30)</p>
<p>Social, emotional and mental health difficulties</p>	<p>Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD). Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. (SEND Code of Practice 2015, 6:32)</p>
<p>Sensory and/or physical needs</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (SEND Code of Practice 2015, 6:34)</p>

Identification, assessment, monitoring and review arrangements of SEND

Identification

Identification of needs is essential so when children are first admitted to the school, St Georges will contact the child's previous education setting to get any information that will help us to better support the children. Early identification is very important and concerns from teachers, support staff and parents/carers are followed up as soon as they can be from being raised. If a teacher has a concern about a child and has put provision in place that appears to be ineffective, they must complete a SEND Cause for Concern Form as soon as they can so the SENDCO can support further.



St Georges Graduated Approach to Supporting Children with SEND

Parents/carers, children and staff will be included in discussions about how we are meeting the child's needs and how the strategies will support them. There will be a clear provision of need communicated with parents and individuals with SEND will go through the stages in our Record of Support (as detailed below) where necessary. The stage in our Record of Support will be clearly identified and communicated with parents regularly. Should a child need further support a discussion will be held with parents/carers to explain the changes and the support will be changed in conjunction with them.

Quality First Teaching and Whole Class Provision Mapping

Where a child is receiving in-class provision that supports their educational needs, this will be communicated with parents through parents evening meetings and their child's report. This targeted support of groups comes under the Quality First Teaching of pupils with SEND and is used at St Georges to ensure children feel included in their year group learning.

Stage 1: One Page Profiles

Where a child is receiving in-class provision to meet a Special Educational Need or Disability, a meeting will be held with the parents/carers (and child if possible) to work together on building a clear overview on how to best support their needs. This will also allow the sharing of information such as a child's strengths, interests and other important information about them. The meeting is an opportunity to discuss with the children our strategies for meeting their needs and set any new strategies up with them.

Stage 2: Individual Provision Mapping through Individual Education Plans (IEPs)

Where a child need support for SEND that is additional to or different from our class provision mapping or their needs are creating a barrier to their learning, an Individual Education Plan may be set up to further support their needs. This will be completed together with the parents/carers and where possible the children. Individual Education Plan meetings will be completed three times annually, to discuss the child's progress, provision and reviews of targets will be made with parents/carers and children where appropriate.

Stage 3: Educational Health Care Plans

An Education, Health and Care ("EHC") needs assessment is an assessment of a child or young person's education, health and care needs. It is the first step to getting an Education, Health and Care plan ("EHC plan"). An EHC plan can result in additional support and funding for a child or young person with special educational needs ("SEN"). Each Local Authority website sets out clearly how a request can be made. A request for an EHCP may be made by the school or by parents and carers. At St Georges, parents and carers are encouraged to work in partnership with the school and other professionals if they feel their child may need an EHCP. This process will be undertaken together with the SENDCo, Class Teacher, Parents/Carers and the child (where possible).

Whole School SEND Resource Management

The Headteacher and SENDCo will be responsible for organising resources including staff. This will be organised based on needs, funding and meeting statutory requirements for SEND. The governors will receive feedback on the impact of the allocation of resources and how they are meeting children's needs across the school.

Transition Arrangements

Our Foundation Stage teacher visits feeder settings regularly to liaise with staff and meet the children. Where visits are not possible, the teacher will speak to key workers at the relevant pre-school, childminders or parents/carers. They will also make home visits in the before the start of the school year. The SENDCO will oversee the provision in Nursery and support the liaison with settings, parents/carers and other stakeholders to make additional provision for children with SEND. Parents/carers are invited to share any records and reports, concerning the child's needs with the school. Children and their parents/carers will have had several opportunities to visit us before they start.

When children are going through the transition from class to class in St Georges, the teachers have access to all SEND paperwork logged in Scholarpack. The whole class provision maps will support the transition of SEND pupils and structured transition discussions between teachers and Teaching Partners. Adults from each year group will have time to get to know their children in their new class during transition days including spending time with the pupils with SEND.

When children are transferring to secondary school, liaison meetings are held with the schools' SENDCO and Year Group tutors to exchange relevant information. These professionals are also invited to Year 5/6 children's Annual Reviews when holding an EHCP, so that they are aware of the

provision that the child will need in their new setting. This meeting is also an opportunity for parents to meet the staff who they will now be working with, and any concerns can be addressed.

Every Leader a Leader of SEND

Roles	Role	Responsibilities
SEND governor	Strategic overview, support and challenge	Meet with SENCo on a half-termly basis. Provide written records for each visit. Provide support and challenge to SLT in relation to SEND Provide regular updates to whole Governing Body in relation to SEND Triangulate sources of evidence in order to understand progress the school is making towards school improvement for SEND.
Headteacher	Strategic responsibility of SEND, intent, implementation and impact.	Hold senior leaders and SENCo to account for the quality of SEND provision through routine review meetings Ensure the SEND Policy and Information Report are current and reflect provision Ensure effective communication with parents/carers in order to keep them informed about inclusive practice within the school and in regard to the individual SEND provision and progress of their child. Act as a role model for all staff in regard to inclusive behaviour and expectations.
SLT and SENCo	Co-ordination of SEND provision and deployment of staff. Monitoring of SEND provision. Data analysis and evaluation of impact. Integral focus on SEND in all lesson observations.	Ensure all staff comply with systems for SEND. Ensure accurate and ongoing identification of need to inform provision Monitor the quality of SEND provision within lessons. Quality assure planning for SEND learners and provide feedback to teachers. Lead pupil progress meetings and support and challenge in relation to pupil progress. Analyse data and use information to inform planning. Lead self-evaluation of provision for SEND. Support teachers to complete one-page profiles, IEPs and Class Provision Mapping. Quality assure one-page profiles, IEPs and Provision Mapping as part of termly 1:1 SEND meetings. Check one-page profiles, IEPs and Provision Mapping are completed within agreed timescales. Review and oversee graduated approach where appropriate.
Class teachers Delivery of inclusive teaching.	Target setting. Monitoring progress of individual students. Monitoring of interventions	Oversee delivery of interventions. Make explicit links to interventions to support pupils in applying learning. Identify pupils' strengths and barriers to learning and record on one-page profiles. Set long term outcomes and SMART targets for pupils for IEPs. Contribute to annual review process in writing and through attendance at meeting. Contribute to statutory assessment where applicable. Liaise with external agencies, including completing any written documentation. Provide appropriately scaffolded work which meets the individual needs of learners. Implement provision for pupils with SEND, including resources and equipment. Provide planning for support staff to give them time to prepare for lessons. Facilitate time for support staff to prepare specific resources. Complete shared planning in good time for teachers to personalise for their class. Identify pupils for concern and contribute to the assess, plan, do and review cycle.
Support staff	Delivery of interventions. Collation of data against targets/outcomes.	Deliver structured interventions following delivery protocols. Record and track delivery of interventions. Record progress towards intervention targets and communicate with class teacher. Support class teacher in collating documentation in preparation for SENCo. Read and be familiar with planning in order to be prepared for delivery. Scaffold pupils' learning and encourage independence.

Access to the full life of the School and Equal Opportunities

All pupils, taking into account gender, age, ability, disability, ethnic origin, faith, culture, social circumstance and sexual orientation will be involved in the full life of the school and will have full access to all the curricular, pastoral and social opportunities. Children identified will have the same opportunities and responsibilities as all children, some of these include:

- Homework
- Trips
- Clubs
- Swimming
- Worship
- CREW
- School sports teams
- Plays/productions
- Sport
- Forest School
- Extended provision
- Community groups
- Exhibitions of Learning
- Community work

SignedCo- Chair of Governors

Print LYNDSEY MARKHAM

Date

Signed..... Headteacher

Print JO THORN

Date