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Date reviewed	September 2020
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Subject lead	Jenny McNulty
Governor/Committee <small>(where applicable)</small>	Heather Emery

## Our Vision:

**Jesus said: 'I have come that they may have life and have it to the full.'**

**Promoting *life-long learning***

**Developing *life-giving relationships***

**Exploring *life-enhancing faith***

**Inspiring *life-enriching aspiration***

The school policy for SEND reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and has the full agreement of the Governing Body.

## Aims and Objectives

### Aims

- 1.To enable each pupil with Special Educational Needs to reach their full potential and highest possible level of competence in the Foundation Stage / National Curriculum by promoting and sustaining the pupil's self-confidence.
- 2.To identify pupils with Special Educational Needs at an early age and to obtain support from both home and school, and from support agencies.
- 3.To ensure communication and cooperation among staff and with Governors to plan how pupils individual needs can be met.
- 4.To liaise with other schools to ensure continuity of pupil's SEND needs.
- 5.To regularly review the Special Educational Needs policy statement.
- 6.To be a fully inclusive establishment, meeting the needs of all its pupils.

### Objectives

- 1.To provide support for all pupils of all backgrounds/cultures with SEND.
- 2.To ensure that the learning environment helps those pupils who need extra stimulus and encouragement to overcome their learning difficulties.
- 3.To provide an atmosphere of encouragement, acceptance and respect for achievements.
- 4.To ensure that a well thought out differentiated curriculum is offered whenever adaptations are made to the requirements of the Foundation Stage/National Curriculum.
- 5.To use fully and purposefully the additional resources available for pupils with SEND by providing activities which are finely graded and appropriately ability related.
- 6.To ensure that individual/group activities are broken down into a series of small achievable steps for pupils who have learning difficulties.
- 7.To design individual programmes of work for pupils identified as having SEND.

## Introduction

1.0 The designated Coordinators for SEND is Miss J McNulty. Our named SEND Governor is Mrs Emery.

1.1 The named Co-ordinator is responsible for:

- Registering identified pupils.
- Coordinating SEND throughout the school.
- Monitoring/ assessing identified pupils.
- Monitoring the daily operation of the school's SEND Policy.
- Advising and supporting other practitioners in the setting.
- Managing provision for pupils involved in the school based stages of assessment.
- Informing colleagues which pupils are on the SEND register at the beginning of each academic year.
- Maintaining/updating the SEND register.
- Ensuring that appropriate pupil passports are in place.
- Ensuring liaison with parents and other professionals in respect of children with SEND.
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
- Liaising with Head Teacher:
  - Reports to Governors
  - Use of non-contact time
  - Annual reviews
  - appointment of support staff
  - Resources

SENCO will be given 1 day non-contact time each week.

1.2 The implementation of this policy is the responsibility of all staff.

1.3 The Governing body will:-

- Ensure that the necessary provision is made for any pupil with SEND.
- Ensure that, where the 'responsible person' - the head teacher or the appropriate governor - has been informed by the LA that a pupil has a EHC plan, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have SEND.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated SEND provision in the area as a whole.
- Ensure that a pupil with SEND is fully included in the activities of the school (as far as is reasonably practical.)
- Have regard to the Code of Practice when carrying out its duties toward all pupils with SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child. (Code of Practice SEND).

## 2.0 The Nature of SEND

### Definition of SEND:

Children have SEND if they have a learning difficulty which calls for SEND provision to be made for them.

Children have a learning difficulty 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 LA.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

(Code of Practice SEND).

2.1 Early identification, assessment and provision to meet the need is recommended.

2.2 Pupils should be identified by their teacher. Pupils' needs may be cross curricular.

2.3 Needs may include:

2.4 Communication and Interaction

- Cognition and Learning
- Social. Emotional and mental health difficulties
- Sensory and/physical needs

2.5 Pupils with SEND should be encouraged to:

- Develop positive attitudes.
- Become active learners.
- Reach their full potential and highest possible level of competence in the National Curriculum/FS.
- Be supported in communicating their needs.
- Develop self-confidence.
- Be involved in target setting.

3.0 Entitlement (Pupils)

3.1 Pupils with SEND will have access to the National Curriculum/Foundation Stage. They will be offered an appropriately differentiated curriculum thus taking their needs into account.

3.2 Pupils with SEND will have the opportunity to be included in extra-curricular activities and will be fully integrated into the life of the school.

Accessibility Plan

3.3 The LA will need to support the school to provide specialist facilities to meet the physical needs of some pupils.

These factors should be taken into account:

- The appropriateness of the school buildings
  - Split site
- Access to building/facilities may prove difficult
- Differing level of play areas

The LA may be approached in order to provide specialist facilities. These may include:

- Suitable toilet facilities
  - Ramps
  - Hand rails

### 3.4 Disability Equality in Education

Part 2 of the SEND and Disability Act 2001 amends the Discrimination Act 1995 to prohibit all schools from discriminating against disabled children in their admissions arrangements.

Children who are capable of forming views, have a right to receive and give information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child. (SEN Code of Practice).

#### Entitlement (Parents)

3.5 Parents of SEND pupils are entitled to voice a complaint should SEND provision for their child prove to be unsatisfactory.

The school will respond to a complaint by:

- Inviting the parent into the school
- Taking parental feelings into account
- Treating parental views and anxieties as important
- Encouraging parents to submit evidence to support the complaint
- Discussing/evaluating assessment and progress

Parents should be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued
- role in their children's education
- Have knowledge of their child's entitlement within the SEND framework
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision. (SEND Code of Practice).

### 4.0 Implementation Procedures

4.1 Pupils with SEND will be given the opportunity to make progress at their own level.

4.2 The daily needs of SEND pupils will be met in the classroom by class teachers. Additional support may be given by the coordinator, classroom assistant, parent helpers and learning support staff where appropriate.

4.3 Support agencies will be involved at the various stages of the assessment procedure:

- The Inclusion Service involvement of Advisory Teacher. Some Inclusion Service Staff have an additional qualification for the following - Dyslexia, Dyspraxia, Autism, Physical disability and Speech and Language in order to support inclusion and the Disability Discrimination Act 1995.
- Educational Psychology Service.
- Health Services including speech and language services.
- Social Services
- Educational Welfare Office
- Voluntary Agencies
- Services for the hearing impaired, visually impaired, and physically handicapped
- Specialist staff from Special Schools

4.4 Links will be maintained with High Schools when pupils transfer to KS3 and with other Primary Schools when SEND pupils transfer schools. These links will ensure the smooth continuity of the assessment procedure.

4.5 The Coordinators will continue to attend courses relevant to professional development, and will keep colleagues informed concerning new developments in SEND.

4.6 The school's INSET programme will continue to prioritise SEND within the School Improvement Plan in order to assist staff to work effectively with SEND pupils.

4.7 Parental responsibility should include:

- Supporting pupil's individual passports
- Praising the pupil
- Encouraging the pupil to make progress
- Attending review meetings
- Being in partnership with the school
- Contributing suggestions to benefit the pupil Involvement in target setting
- This responsibility should have a bearing on:
  - The pupil's educational progress
  - The effectiveness of any school-based action

4.8 The annual SEND budget is used to fund SEND resources. SEND will receive funding on the same basis as the core subjects from the school's delegated budget. Funding will be available to allow the Co-ordinator 0.1 non-contact time per week. Monies contained in the school budget to support pupils with an EHC plan will always be used for this purpose.

## 5.0 Assessment

5.1 When a class teacher identifies a child with SEND the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies.

5.2 Reasons for a child being added to the SEND register may include the fact that he/she

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If the class teacher, in consultation with the child's parents concludes that a child may need further support to help their progress, the class teacher should seek the help of the SENCO. The teacher and the SENCO should consider the teacher's reasons for concern alongside any information about the child already available to the school.

To help inform the decision on the nature of the additional help that might be needed by the child the class teacher together with the SENCO should collect all the available information about the child and seek additional information from the parents. Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key

information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners given support to play an active and valued role within their child's education.

In some cases, outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. Where these professionals have not already been working with the school staff, the SENCO should contact them if the parents agree.

The SENCO should take the lead in the further assessment of the child's particular strengths and weaknesses; planning future support for the child in discussion with colleagues; and monitoring and subsequently reviewing the action taken. The class teacher should remain responsible for working with the child on a daily basis and for planning for children's full participation in learning. Any information collected about the child, and details of the extra help given to them, should be incorporated in the pupil passport.

### 5.3 Nature of Intervention

The class teacher is to decide on the action needed to help the child make progress. An appropriate approach may be in providing different learning materials, to introduce some group or individual support, to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness. The child's class teacher will be

responsible for working with the child on a daily basis and ensuring delivery of any individualized programme. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

### 5.4 Pupil passport

Strategies employed to enable progression should be recorded within a pupil passport. This should include information about:

- Short term targets set for or by the child
- Personalized information to help the child best achieve these targets
- When the plan is to be reviewed
- Additional support from outside agencies
- Outcomes (to be recorded when passport is reviewed)
- Entry and exit data as applicable

Passports should only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children.

Passports should be working documents that focus on individual targets that match the Child's needs. Passports should be discussed with the child and the parents, and copies given to each.

### 5.5 Reviewing Passports

Passports should be reviewed each term for children with SEND. Parents are invited into school for a SEND consultation meeting each term to discuss their child's needs. Parents' views on the child's needs and progress must always be sought. Wherever possible the child should also take part in the review process and be involved in target setting. If the child is not involved in the review, their views should be considered in any discussion.

- Provide more specialist assessment to inform planning
- Give advice on the use of resources or strategies
- In some cases, provide support for particular activities

### 5.6 The use of outside agencies

These services may become involved if: a child continues to make little or no progress despite considerable input and adaptations, has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class, has sensory or physical needs and requires additional specialist equipment or has ongoing communication or interaction difficulties that impede the development of social relationships. They will use the child's records in order to establish which strategies have already been employed and which targets have been previously set.

### 5.7 Request for EHC Plans

Where a request for a statutory assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will request evidence from the school, demonstrating that any strategy or programme implemented for the child has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred.

The LA will require:

- Information about the child's progress over time
- Clear documentation in relation to the child's SEND
- Action taken to deal with those needs
- Reports/written advice from external agencies
- Criteria which the LA may adopt in deciding whether to issue a statement are set out in the Code of Practice.

By the time the head teacher considers asking for statutory assessment of a child's SEND the school should be able to provide written evidence of or information about:

- School's action
- The child's Passports
- Records of regular reviews and outcomes
- Child's health including medical history where relevant
- Educational levels, including Performance Scales
- Early Years Foundation Stage
- Attainments in literacy/numeracy
- Educational and other assessments e.g. from advisory support teacher/EP
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement by social services or education welfare service. While the LA is making a decision about statutory assessment and while any statutory assessment is being made, the child should continue to be supported. EHC Plans will be reviewed annually / or bi-annually. Reading tests, SAT results, and other relevant tests will be monitored by the Co-ordinators. Forms relating to the assessment procedure will be kept in pupil's personal file. Copies of the completed forms will be kept by the co-ordinator and the Head teacher. Criteria for the success of the SEND policy may include:

-How quickly pupils with SEND move on/off the register

-How the Governing Body evaluates the success of the provision made for pupils with SEND through close monitoring of record keeping.

5.8 The Nurture group operates four afternoons a week for KS1 children who have been identified as having social, emotional and/or behavioural difficulties. Currently there are places for up to 9 children.

This is a short-term placement (between 2-4 terms) to help children overcome their difficulties and to enable them to access the curriculum more effectively when they return to their full-time class setting. More information is included in Hanley St. Luke's Nurture Policy.

#### 5.9 What do I do if I want to make a complaint?

If parents are concerned about their child's progress in school they should first discuss their concerns with the class teacher, then a further meeting may be arranged with the SENCO or other member of the Senior Leadership Team. Following this meeting, the Head Teacher and the governing body may then be involved as necessary. If parents have a major complaint then they should contact the Head Teacher immediately.

#### 6.0 This policy was informed by reference to:

- SEND in the National Curriculum (A Curriculum for all)
- 1993 Education Act (Code of Practice, SEND)
- Staffordshire SEND Policy (All Children Are Special)
- SEND A Guide for Parents (DfEE)
- The Organisation of Special Educational Provision (DfEE)
- SEND Code of Practice 2014
- Disability Discrimination Act

#### 6.1 Review

The Head teacher, Staff and Governing Body will review the school's SEN policy annually.