



# SEND POLICY

**ORGANISATION POLICY**

**ST GEORGE'S LOWER SCHOOL**

September 1, 2017

Authored by: Ms. M. Rawlings, Head Teacher

## SEND Policy

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### Organisation Policy

<b>Staff/Committee involved in development</b>	Headteacher and Curriculum Committee	
<b>For use by:</b>	Staff, SENDCo, Leaders and Governors	
<b>This policy relates to statutory guidance:</b>		
<b>Key related St Georges Policies:</b>	Curriculum, Marking, EYFS, Learning and Teaching, Child Protection and Safeguarding	
<b>Equality Impact Assessment:</b>		
Does this document impact on any of the following groups? If yes, state positive or negative, and complete an Equality Impact Assessment Form or action plan and attach.		
<b>Group</b>	<b>Yes/No</b>	<b>Positive/Negative Impact</b>
<b>Disability</b>	Yes	Positive
<b>Race</b>	No	
<b>Gender</b>	No	
<b>Age</b>	Yes	Positive
<b>Sexual Orientation</b>	No	
<b>Religious and Belief</b>	No	
<b>Gender Reassignment</b>	No	
<b>Marriage and Civil Partnership</b>	No	
<b>Other</b>	Yes	Positive
<b>Reviewed by</b>	Governing Body	
<b>Agreed by</b>	Curriculum Committee and Governing Body	
<b>Next Policy Review Date</b>	September 2018	
<b>Signature:</b>		
	Miss M Rawlings Head teacher	Mr S Tiktin Chair Of Governors

# SCHOOL AIM

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Our aim is to create a happy school environment where the children and family members feel that all children are valued and able to achieve their personal best.

## RATIONALE

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*At St. George's Lower School we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through differentiated activities. The needs of a significant minority of the children require consideration beyond that given to other pupils (a Special Educational Need). Government Legislation dictates the framework within which the school operates (the Special Educational Needs Code of Practice 2001, the SEND and Disability Act 2001), and further guidance is provided by both the Government and Local Authority. This policy will be adapted in light of the legislation published in September 2014.*

All children have skills talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

- All children are entitled to an education, which is designed to enable individual pupils to participate fully in society.
- Pupils who have special needs should be supported wherever necessary to achieve full access to the whole school curriculum. The school, together with the parents and carers, will endeavour to identify needs as quickly as possible, seeking support from external professionals when this is considered necessary. The school will also use a range of specialist equipment and resources to help support pupils who require additional support in order to reach their full potential.
- Pupils should have special programmes designed to maximise opportunities and Provision mapping and additional adult support will be revised on a regular basis to ensure that optimal support is available as the child progresses through the school and transitions to their next setting.

### **Definition**

The Code of Practice 2014 states 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where a child or young person has a disability or health condition, which requires special educational provision to be made they will be covered by the SEND definition.

Our policy reflects the principles identified in the Code of Practice 2014 which are designed to support:

- The involvement of children, parents, carers and young people in decision making
- The identification of children and young people's needs;
- Collaboration between education, health and social care services to provide support;
- High quality provision to meet the needs of children and young people with SEND;
- Greater choice and control for young people, parents and carers over what path their support should take.

Within the school, teachers are responsible to ensure that work is differentiated so that every child can access a full and varied curriculum at an appropriate level. All children, regardless of ability are encouraged to take a full part in both academic and extra-curricular activities and the school focuses on Quality First Teaching.

**Special education provision means:**

For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

For a child under two, educational provision of any kind (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. St George's Lower School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

**Objectives**

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- Plan and provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure all children access a broad and balanced curriculum.

- Assess children's progress regularly.
- Include children with SEND in the full life of the school.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- Provide equal opportunities for all children, ensuring that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision
- Support and train staff

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

### **Management of Special Needs**

St George's has a fully qualified SENDco who works closely with the Senior Leadership Team.

At present the Special Educational Needs coordinator (SENDCo) is Katrina Grant, who has responsibility for coordinating the support for children with SEND.

The SEND Governor is Stephen Tiktin, Chair of the School Governing Body.

### **Admission Arrangements**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that:

*'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'* (CoP 1:33)

### **Provision**

Special educational provision is defined in the Code of Practice 2014 as educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching through Quality First Teaching within the classroom. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services.

Special educational needs and provision can be considered as falling under four broad areas.

#### 1. Cognition and Learning

2. Communication and Interaction
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or physical needs.

## Identification of special educational needs

The identification of SEND is built in to the overall approach of monitoring the progress and development of all pupils as specified in the Code of Practice 2014. Saint George's Lower School will assess the skills and attainment levels of all pupils on entry. This may result in children who have previously had SEND Support no longer requiring it or vice versa.

Where children are considered to be falling behind their peers, given their age and starting point, it should not be assumed that there is a need for SEND Support. However, additional teaching support should be provided via Keep Up not Catch Up interventions. If pupils fail to make adequate progress, despite this focussed support, specific needs may be identified. The Code of Practice 2014 defines adequate progress to include progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider."

When it is felt a child needs SEND Support the school follows the Assess, Plan, Do, Review approach.

## Assess

The class teacher and SENDco will establish a clear analysis of the pupil's needs. This will draw on teacher assessments and experience of the pupil, as well as information from the school's own assessment systems for tracking pupil progress and attainment. It will also draw on the individual's development in comparison to their peers, the views of the child and parents or carers. When it is thought appropriate external agency support will be sought. The school use a range of assessment tools for example the Read Write, Inc. scheme for phonics, the Rising Stars for maths and comprehension and the G.I. Dyslexia Screening programme.

## Plan

Where possible, the views of the child, and parents will be obtained, usually at a meeting with the class teacher and the SENDco or Head teacher. A Provision Map will be created which details the area/s of need, targets set and a clear understanding between parents, staff and the child as to the desired outcomes and how they should be achieved. Provision mapping has replaced the early use of Individual Education Plans.

## Quality First Plus

When a child requires additional support to the Quality first teaching within the class then the class teacher, and relevant teaching assistant, together with support from the SENDco, will remain responsible for the implementation of the Provision Map and monitoring the impact of interventions. The support and interventions provided will be delivered by appropriate members of staff and will have evidence of reliable outcomes. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests.

If, despite additional support it is felt that the child has:

- Made little or no progress
- Demonstrates difficulty in developing literacy or numeracy skills
- Shows persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Has Sensory/physical problems, and makes little progress despite the provision of specialist equipment
- Experiences communication and/or interaction problems and makes little or no progress despite experiencing a differentiated curriculum

Then the child moves to:

### Step Up.

At this point the advice and support of external agencies will be sought. This might mean a referral to The Child Development centre, To CAMH, the local Speech and Language team or the Occupational Health department. The school also refer and rely on the support of the Jigsaw Behavioural Support Team.

Parents and carers and, where possible, the children become active in the regular Pastoral Support Plan meetings that take place. Where a one-to -one support staff member is involved they will also be active in taking a role at such meetings.

Provision mapping carried out by the SENDco provided the class teacher with details of when interventions will take place, or when a TA will be available to provide additional support in class.

The Assess, plan, do, review cycle continues, with the additional advice from external agencies being acted upon.

### **Possible interventions**

Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training



If there are still concerns over progress and the child's ability to access the curriculum in an Age related manner then the SENDco meets with the class teacher and then with parents and carers to start an:

## Educational Health and Care Plan.

This is where additional support is sought for a child via an application to the Local Authority, in the case of this school it is made to Central Bedfordshire. If a child is assessed and provided with an EHC plan then extra funding will be provided by the LA which the school/parents will be able to plan how best to use in order to provide additional support for the child's education.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting E.H.C. plan will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

This might include:

- Educational Psychologist EP
- Speech and Language Therapist SALT
- School Nurse
- Social Services
- Assessment and Monitoring
- Advisory Teachers for Learning Support
- Or other specialists
- Jigsaw Behaviour Support Team

**The EHC plan will be reviewed annually at the Annual Review Meeting** to which parents and external agencies are warmly invited. Whilst awaiting an EHC plan we are sometimes able to access Outreach Support and additional funding through the Central Bedfordshire Education Committee to enable one-to-one support over a period of a few weeks or months.

## Pastoral Support Plans.

When a child requires additional support for social, emotional and mental health needs then Pastoral Support Plan meetings are held several times each half term. These are attended by the parents/carers, external agencies such as social services and the Jigsaw support team, as well as members of the school staff and SENDco. Short term targets for the next two weeks are set. The Risk Assessment is also reviewed on a regular basis and advice sought from additional external services. For example LC2 Parenting support.



## Transition.

Year 4 reviews will indicate the provision required in Middle school. The SENDCo will attend a meeting with Middle schools for an official hand over and have the opportunity to discuss individual cases with the next school's SEND team. Paper work is transferred and there is the opportunity from all LC2 Middle Schools to arrange a Slow Transition for pupil's who require additional support at this time.

### **Looked After Children with SEND**

Looked after children with SEND will have a designated teacher, please see the Policy for Looked After Children.

### **Children in Need with SEND**

The local authority must provide services to meet the needs of children in need in their area, including disabled children. The school will follow the guidance of the local authority as appropriate.

### **Improving Practice and Staff Training**

As stated by the Code of Practice 2014 the School's structured approach to engaging parents and children, tracking and measuring progress of pupils with SEND, support the delivery of high quality teaching, support and intervention. The SENDco or other appropriate professionals will deliver training to meet staff and pupil need as appropriate. Saint George's School frequently communicates with and applies the advice of the following services:

- Educational psychologists
- Mental health services CAMH
- Autism advisory teachers
- Specialist Speech and Language Therapists
- CHUMS emotional well-being
- Occupational Therapists
- Social Services
- Time to Play therapists.
- Edwin Lobo Child Development Centre

Recent CPD for staff has included:

ASD training awareness form the Chiltern school  
Attachment training via The Jigsaw Support Team  
Epi-Pen training via the School Nursing Team  
A Range of Emotional Support Needs via CHUMS

### **Links with other Schools**

We work closely with local Nurseries and child care practitioners within the town and the local area. We also try to ensure communication is clearly established when a child moves from another Lower School to our setting. Over the years we have built up a good rapport with the Middle schools that our Year Four Pupils transition into

### **Funding**

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide, high quality appropriate support from the whole of its budget. It is for schools as part of their normal budget planning, to determine their approach to using their resources to support the progress of children and young people with SEND. The SENDco, Head Teacher and Governing Body use a strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Details of specific interventions and the criteria that is usually met to receive this targeted support is included in the *School's Local Offer* which is published on our website.

### **Assessment**

All children are assessed throughout the year through an online tracking system, this forms the basis of our APP (Assessing Pupils' Progress) additional standardised tests for reading, spelling, comprehension, vocabulary tests are taken by all pupils throughout the academic year and form an additional layer to tracking pupils progress and gaps that may be evident in a pupils' stage of learning. We are currently using a whole school literacy scheme entitled Read Write Inc, which is intended to embed a solid foundation of phonics in early stages of learning, raising standards in literacy across all Key Stages.

### **Review and Monitoring**

All children with SEND are reviewed at least half termly and their level of support adjusted accordingly. The class provision maps are reviewed each half term in collaboration with all teaching staff and SLT. To support the SENDCo a termly cycle of pupil progress meetings are held in staff meeting so that 'pupils with slow progress' in a variety of curriculum areas can be highlighted, and discussion around resources and provision can be agreed and deployed. Termly meets with the Senior leadership to present monitoring records, data, impact of provision or further resources request are made and actioned on accordingly.



## Queries and Complaints

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Parents are partners with the school and are welcome to query decisions made by the school through the School's designated channels as laid down in school documentation – The Complaints Policy.

If on pursuing complaints parents are not wholly satisfied with the response of the School they may wish to seek further advice/assistance from the LA. If at this point they do not agree with the School's and LA's decision, they have a right to appeal to the authority's SEND Tribunal.

## ROLES AND RESPONSIBILITIES

### The Headteacher:

- Has overall responsibility for provision for children with SEND.
- Is the designated Child Protection Co-ordinator, liaising with SENDCo and appropriate staff.
- Liaises with the governing body and LA with regard to SEND.

### The Governing Body

Has responsibility for:

- Monitoring of SENDCo action plan
- Ensuring each child is reaching his/her potential
- Monitoring the progress of specific groups of children in line with 'Every Child Matters'

### The SENDCO

The SENDco, is responsible for the day-to-day organisation of the SEND policy, providing timetabled provision mapping for children and staff, with the Teaching Assistances supporting children or small groups throughout the day, focusing on different aspects of need, for example: pastoral, phonics based or attachment issues.

The SENDco also coordinates the specific provision needed to support individual children with SEND, including those who have Education Health and Care Plans.

The SENDco provides professional guidance to colleagues and works closely with staff, parents, carers, and external agencies. The SENDco should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to the family to ensure that children with SEND receive appropriate support and high quality teaching. Also making parents aware of additional support and independent advice that they might wish to access.



The key responsibilities of the SENDco include:

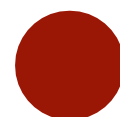
- overseeing the day-to-day operation of the School's SEN policy;
- coordinating provision for children with SEN;
- The school SENDco is also the **Designated teacher for Looked after Children** and works with carers and guardians when a Looked After Child requires additional support.
- advising on a graduated approach to providing SEND Support;
- advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively;

liaising with parents of children with SEN;

- Liaising directly with the Dinky Dragons Nursery as well as other 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 LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned; including extended transitions for pupils moving on to Middle School.
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the School keeps the records of all children with SEND up to date.

In addition, important links are often in place with the following organisations:

- The children's centre with the aim of providing continuity between home and school
- The LA
- Specialist Services
- Education Welfare Officer
- Social Services
- A secondary role for the SENDCO is as Designated Teacher for Looked After Children. (LAC)



## Teaching Assistants

All teaching assistants work with SEND children, support may include:

- 1: Individual/group support for children on Quality First Plus, step up and EHC.
- 2: Individual/group support for SEND children.
- 3: Withdrawal groups
- 4: In-class support of children
- 5: Intervention groups such as Maths catch –up, Phonics, and literacy catch-up.
- 6: Social skills support/ nurture groups.
- 7: Speech and Language Therapy groups

## Other Policies and documents:

Other policies that should be read in conjunction with this include rewards and sanctions, learning and teaching and the Complaints procedure. Procedures for referral to outside agencies are available in the 'SEND handbook' published by the LEA.

Governmental guidance and advice in addition to that in the Code of Practice is contained in 'Inclusive Schooling – Children With Special Educational Needs' and the 'SEND Toolkit'.

## Implementation and Review

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

## Success Criteria

The success of this policy is evidenced by the progress made by all children with SEND.

**APPROVED BY GOVERNORS.  
TO BE REVIEWED.**

**COMMITTEE RESPONSIBLE:**

**DATE: SEPTEMBER 2017  
DATE: SEPTEMBER 2018**

**FULL GOVERNORS**



