



SEND POLICY

ORGANISATION POLICY

ST GEORGE'S LOWER SCHOOL & LEIGHTON BUZZARD CHILDREN'S CENTRE

September 1, 2016

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SEND Policy

Organisation Policy

Staff/Committee involved in development	Headteacher and Curriculum Committee	
For use by:	Staff, SENDCo, Leaders and Governors	
This policy relates to statutory guidance:		
Key related St Georges Policies:	Curriculum, Marking, EYFS, Learning and Teaching, Child Protection and Safeguarding	
Equality Impact Assessment:		
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.		
Group	Yes/No	Positive/Negative Impact
Disability	Yes	Positive
Race	No	
Gender	No	
Age	Yes	Positive
Sexual Orientation	No	
Religious and Belief	No	
Gender Reassignment	No	
Marriage and Civil Partnership	No	
Other	Yes	Positive
Reviewed by	Governing Body	
Agreed by	Curriculum Committee and Governing Body	
Next Policy Review Date	September 2015	
Signature:		
	Miss M Rawlings Head teacher	Mr S Tiktin Chair Of Governors

RATIONALE

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 new legislation due to be published in September 2014.

Definition

A child is said to have a Special Educational Need if he/she has "significant greater difficulty in learning than the majority of children of the same age". (SEND Code of Practice: 2001) or has a disability which prevents them from making use of the educational facilities of a kind generally provided for children of the same age.

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

We will:

- 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.

Staffing

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)

Identification of Pupils with SEND

Teaching SEND pupils is a whole-school responsibility. 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. Some pupils may need increased levels of provision and support. The class teacher remains responsible for working with and devising programmes of work for special needs children.

We follow the revised Code of Practice 2002. Areas of Special Educational need are:

- Cognition and Learning
- Sensory and/or Physical
- Communication and Interaction
- Behavioural, Emotional and Social

We aim to identify children with SEND as early as possible during their school-life but a concern can be raised at any time. At St George's we follow The Code of Practice and this advocates a graduated response to meeting pupils' needs and in most

cases parents will be invited in to meet with their child's teacher to discuss their child's needs. A first concern form will be filled in which will include the parents views, at this stage the child will be provided for by inclusion and differentiation of work in the class and remain the class teacher's responsibility. The concern form is passed on to the SENDCo and monitored if however, the child fails to make appropriate progress he/she will be moved onto what was previously known as School Action and will now be called Stage 1

Step One

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have Sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results and the details of interventions will be shared with parents and carers. Normally these will be provision mapped within the school. At this stage the interventions might include more highly differentiated work and tasks, the child having additional support or a different piece of equipment or resources might be required (for example the use of a Story Sequencer). Throughout Key Stage 1 and 2 the children are now being streamed for both phonics and maths to help all the children to work at a more personalized level. There are also times when a child might require additional adult support within the classroom or in small group or one-to-one situations.

Currently if a child does not make progress despite this extra support he/she may be moved on to what was previously called School Action Plus and is now referred to as Stage Two

Step Two

Stage Two is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENDCo after full consultation with parents and at this stage an IAP (Individual Achievement Plan) or IBP (Individual Behavioural Plan) will be written in conjunction with the parent, child and class teacher. This highlights the areas that: the school, parents and the child can do in order to help the child to reach their full

potential. The IAP or IBP is circulated to parents, class teacher, learning support assistant (LAs) and the SENDCo and an IEP review is undertaken each term.

External support services sometimes advise on targets for a new IAP or IBP and provide specialist inputs to the support process.

Stage Two interventions will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has Sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning
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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 IAP or IBP 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 advice received from these outside agencies then forms the basis of the new IAP and the child is monitored and assessed to insure that progress is being made.

For a small number of children this support may still not meet their needs. In this case the school can request that the Local Authority (LA) to undertake an Education, Health and Care Plan(EHC) for the child. 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

use to support the child. The statement will be reviewed annually at the Annual Review Meeting to which parents are warmly invited. Whilst awaiting an EHC plan we are sometimes able to access Outreach Support to enable one-to-one support over a period of a few weeks to help support a specific child, providing advice for the relevant class teacher and SENDCo.

Individual Achievement Plans (IAPs) and Individual Behavioural Plans (IBPs)

Strategies for pupils' progress will be recorded in an IAP (Individual Achievement Plan) containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IAP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IAPs will be discussed with the pupil and the parent. IAP's are reviewed regularly with parents and school staff.

Possible interventions at Stage 1 and Stage 2

The SENDCo in collaboration with the class teacher will decide the action required to help the pupil progress. 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

Request for an Education, Health and Care Plan

The school will request an Education Health and Care plan from the LA when, despite an individualised programme of sustained intervention the child remains a significant cause for concern. The school will have the following information available:

- The action followed with respect to Stage 1 and 2
- The pupil's Provision maps and /or IAPs or IBPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels

- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

The school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement, and this will also apply to the Educational, Health and Care Plans.

Educational Health and Care Plan

An Educational health and Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of Educational Health and Care Plans

These must be reviewed annually. The SENDCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENDCo

The aim of the review will be to:

- Assess the pupil's progress in relation to targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 4 reviews will indicate the provision required in Middle school. The SENDCo will attend a meeting with secondary SENDCo colleagues to discuss the needs of children moving into Year 5 from year 4.

Funding

The school receives funding from the LEA for Special Needs, within the general school budget, as an amount for non-statemented children with SEND (referred to as devolved funding) and in individual amounts for children with statements of SEND above a specific threshold. The funding is used to provide the support from classroom assistants and/or teaching staff other than the class teacher, to provide materials and resources to use for SEND, to provide cover to enable review meetings to take place and to provide administrative salary costs. Funds received for a statemented child will be allocated to provision for that child, within the terms of their statement, although where provision for a number of children can be usefully combined, this will happen, in accordance with LEA advice.

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 termly and their level of support adjusted accordingly. Their IAPs are usually reviewed at each half term, (i.e. October, March and May) allowing them time to settle into a new term and giving the teacher and support staff time to see how strategies are working before compiling the next IAP. To support the SENDCo a termly cycle of pupil progress meeting are held in staff meeting so that 'pupil with slow progress' in a variety of curriculum areas can be highlighted to the professional team and discussion around resources and provision can be agreed and deployed by the SENDCo. Termly meets with the Senior leadership to present monitoring records, data, impact of provision or further resources request are made and actioned on accordingly.

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 plays a crucial role in the school's SEND provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- The day-to-day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils. When it is considered necessary, colleagues from the following support services may be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

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 LEA
- 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:

- Individual/group support for children on School Action, School Action Plus or Statemented children.
- Individual/group support for SEND children.
- Withdrawal groups
- In-class support of children
- Intervention groups such as Maths catch –up, Phonics, and literacy catch-up.
- Social skills support/ nurture groups.
- 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 2015
DATE: SEPTEMBER 2016**

FULL GOVERNORS