St Leonard's CE(A) First School

Policy for Special Educational Needs and Disabilities

Responsibility of: SEND Governor

Developed in consultation with:

Teaching staff

The Governing Body

Adopted by the Governing Body:

May 2019

Signed: Rev Evans/ Stephen Clancy

Date for review: May 2020

Date of last policy reviewed	Changes made
May 2019	Change of dates. Assistant SENDCo section removed.

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Special Educational Needs and Disability policy

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1. INTRODUCTION

This Special Educational Needs and Disability Policy was created by the St Leonard's school SENDCO (Mrs Kelly Stanesby) with the SEND Governor (Miss Helen Burgess) in liaison with all teaching staff and parents of pupils with SEND.

This document complies with the statutory duty described in **Special Educational Needs (Information) Regulations (Clause 64)** and takes account of:

- **SEND Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2nd revision April 2014
- **Equality Act 2010**
- **Children and Families Act 2014**
- Advice provided to Staffordshire schools on producing their **school's local offer**
- Statutory guidance on Supporting pupils with medical conditions 2014.
- The National Curriculum in England Primary framework 2014
- Safeguarding policy
- Accessibility Plan
- Teachers standards 2012

What are special educational needs (SEND)?
A child or young person has SEND if he /she has a learning difficulty or disability which calls for special educational provision to be made for him /her.

*A learning difficulty or disability is a **significantly greater** difficulty in learning than the majority of others of the same age.*
*Special educational provision means educational or training provision that is **additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*
Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.
(Code of Practice 2014)
If school or parents/carers have concerns about a child's progress there is a clear procedure that will be followed. This is set out in the 2014 Code of Practice (this is a government guidance document on the identification and assessment of Special Educational Needs and Disability). This is explained in the School Action Flowchart – included and cited on SEND information report.

2. STATEMENT OF PRINCIPLES

At St Leonard's CE (A)First School we value the abilities and achievements of all our pupils. We are committed to offering an inclusive curriculum by discovering and providing the best learning conditions for each pupil. Through differentiation and varied teaching and learning styles that are appropriate for individual needs we aim to promote development and understanding and social maturity alongside peers wherever possible.

3. AIMS AND OBJECTIVES of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- *Every teacher is a teacher of every child, including those with SEND.*
- *To provide access to a broad and balanced curriculum, the environment and to printed information for all*
- *To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement*
- *Provide a strong support and carefully planned and differentiated curriculum to those with low levels of prior attainment and those who come from disadvantaged backgrounds.*
- *Give pupils with Special Educational Needs and those with disabilities the right teaching so that all pupils have the same access to the National Curriculum, identifying any potential difficulties very early on.*
- *Give a timely and focused approach to the identification of a pupils needs from the Early Years and our work with the pre-school setting.*
- *Take full account of our duties under equal opportunities legislation.*
- *Provide specialist equipment and the widest range of approaches to teaching and learning, drawing on advice from our Key Learning centres and Specialist Services.*
- *Ensure the progress of pupils with EAL (English as an additional language) is closely monitored taking into account their needs and experiences. Giving opportunities to develop their English communication skills therefore improving their access to the National Curriculum.*

- *To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:*

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

- *To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership*
- *To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.*
- *To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals*
- *To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.*

The specific objectives of our SEND Policy are:
• To identify all pupils who may have special educational needs either throughout, or at any time during their years at St Leonard's school and ensure that their needs are met.
At St Leonard's CE First School, in helping children with special needs, we shall stress their positive abilities and achievements and build upon them.

The success of the schools SEND policy will be judged against the objectives set out above.

4. ROLE OF THE GOVERNING BOARD

The school's Governing Body has important statutory duties towards pupils with special educational needs.
• The Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils.
• Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEND.
• Through the school's self-review procedures' Governors monitor effectiveness of the school's SEND policy and provision.
• The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.
• A member of the Governing Body has a specific role for SEND but all Governors will have an up-to-date knowledge of and responsibility for the school's SEND provision.

• The Governing Body agrees with the LA admissions criteria, which do not discriminate against pupils with special educational needs or disabilities. It's admissions policy has due regard for the guidance in the Code of Practice.
• Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school so that consultations can take place.

5. **THE HEADTEACHER**

The Headteacher has responsibility for:
• The day to day leadership of all aspects of the school's work, including provision for pupils with SEND.

• Informing the Governing body
• Working closely with the SENDCo.

6. THE ROLE OF THE SEN COORDINATOR (SENDCo)

Our school SENDCO and Headteacher has been SENDCO for over 10 years and therefore does not require the SEN (NASENCo) award.
The SENDCo is Mrs K.Stanesby and has responsibility for:
• The day to day operations of the schools SEND policy
• Liasing with and advising other teachers and support staff
• Leading CPD with other staff in areas of need.
• Maintaining the schools SEND/additional needs register and keeping accurate records of all pupils with special educational needs and/or disability.
• Ensuring provision for children with special education needs and/or disability.
• Ensuring that student passports are reviewed and updated at specific check points.
• Deploying support staff to meet individual pupil needs.
• Completing, reviewing and analysing progress including specific intervention programmes in the school provision map for SEND.
• Reviewing progress of pupils with SEND or additional needs and evaluating provision
• Liaising with parents of children with SEND.
• Liaising with external agencies, including the Educational Psychology Service and other support agencies, the Health and Social Services and voluntary bodies.
• Completing statutory reviews or progress for pupils with SEND alongside other key staff, parents, pupils (where appropriate) and Monitoring with other agencies.
• Liaising with other schools and support pupils and parents through transition periods.

7. **Teaching Staff have Responsibility for:**

• Following the action flowchart to implement a process of assess, plan, do, review in line with the code of Practice 2014.
• Closely monitoring progress of pupils in their own class identifying barriers to learning.

• Devising strategies and identifying appropriate methods of access to the curriculum for individual children.
• Working with the pupil and providing further support on a daily basis.
• Implementing programmes of support through specific interventions to address barriers to learning.
• Planning and delivering an individualised programme. In following the flowchart this could lead to implementing a student passport through discussion with SENDCo and parents.
• Providing support to achieve student passport targets.
• Reviewing student passports at check points.
• Review progress of pupils and implement amended support at termly reviews, in discussion with SENDCo where appropriate.
• Inform and discuss support with parents/carers and pupil on at least a termly basis.
• Implement advice from other agencies in conjunction with SENDCo and parents, attend meetings as appropriate.

8. Teaching Assistants

Teaching assistants work as directed by the SENDCo and class teacher to support the learning of individuals or groups of pupils, particularly in:
• Supporting pupils in achieving targets identified in student passports and statements/EHCPs
• Using additional support in specific learning tasks as identified in school support strategies
• Supporting pupils through inclusion in engaging in learning and in the planning and evaluation of individual and group programmes.
• In delivering highly tailored support programmes or interventions for specific pupils.
• In assessing, planning and reviewing progress in interventions.
• In reviewing progress of pupils in Interventions and discussing this with class teacher or SENDCo.

9. Recognising that a pupil has SEND.

All children at St Leonard's CE (A) First School will receive support and interventions when necessary to meet their personal learning needs. If after this support to address specific difficulties a pupil continues to have additional needs that are defined by the SEND statement of '**additional to or different from**' then following our Action flowchart – class teachers and/or SENDCo will discuss this with parents/carers for a shared and mutual approach.
The school will follow the Graduated Response - Assess, Plan, Do, Review model (APDR) and pupils with a cause for concern will be added to the SEND/Additional needs register in agreement with parents/carers as **SEND Support**.
A student passport of specific targets will be produced with parents and the pupil and specific actions identified to impact on progress.
The student passport includes
• 3 to 4 short term targets set for or by the child
• the provision to be put in place

• the teaching strategies to be used
• additional support strategies to use at home
• when the plan is to be evaluated/reviewed
• outcomes of the targets
• success and /or exit criteria

(Exit criteria refers to targets having been met when further targets are no longer necessary as a pupil no longer requires intervention, which is additional to or different from other children).
The student passport will be reviewed termly at school check points: **October half term, February half term, and end of June.**
Outcomes will be recorded. Children will participate fully in the review and will (with support as appropriate) identify their own views on their learning, support and what they feel are targets to improve. Parents/carers will also be invited to participate in the target setting and review process.
The relationship between parents/carers of children with Special Educational Needs and the school has a crucial bearing on the child's educational progress. To promote this relationship effectively the school invites parents to be involved with the intervention strategies used on behalf of the child at all stages. Parents are fully included in all stages of support.
In addition to this, parents of any pupil with either Special Educational Needs or concerns regarding their child's progress are welcome to telephone or visit the school to discuss their concerns with the appropriate member of staff (see SEND information report)

Information is available to parents regarding:
• Their own child's learning and support in place to meet needs.
• The schools SEND policy, Accessibility Plan and SEND Information report (all available on the school website)
• The support available for children within the school and the LA
• Information through Staffordshire SEND Family Partnership is in the entrance hall or can be requested at any time.

If a child continues to have specific difficulties, does not make progress to targets or is working at a standard indicating more complex needs, following at least 2 Assess, Plan, Do, review processes - the school will seek support (in agreement with parents) from other professionals. These could include Speech and language inclusion service, Educational Psychologists, SENIS support workers ie regarding Dyslexic tendencies or other learning difficulties.
Working in partnership plays an important part in helping the school identify, assess and make provision for pupils with special educational needs. The school receives continuing support from the Special Needs Inclusion Service (SENIS) and the Educational Psychology Service(EPS).

We work closely with the School Nurse who can advise on hearing and sight checks and other medical concerns and in writing specific Care Plans for pupils.
Occupational therapists and physiotherapists also work with individual children in school. We liaise closely with speech therapists, CAMHS, social services, and parent partnership services. Multi-agency liaison meetings may be organised by and held in school to ensure effective collaboration in identifying and making provision for vulnerable pupils.

10. Formal Assessment

Following school support plus intervention and more than 2 cycles of graduated response, if a pupil fails to make adequate progress and has demonstrated **significant** cause for concern, the school may decide to request a formal assessment and begin the EHC process.
This may lead to the child being awarded an Education Health Care Plan (EHCP) following a full review with parents/carers, LA, school and other agencies involved with the pupil.

For children who have EHCPs (and those who had Statements prior to this) in addition to the review of Personal Plans their progress and the support outlined in their formal document, EHC or Statement, will be reviewed annually and a report provided for the Local Authority.

11. Specific Learning Difficulty (SpLD) Dyslexia

Dyslexia is a specific learning difficult affecting a person's ability to deal with words and text. Dyslexia is caused by neurological difficulties resulting in varying degrees of difficulty with language, reading, spelling, memory organisation and other associated aspects of learning.
St Leonard's CE (A) First School has Dyslexia Friendly Full Status (2013) and we use consistent practices to support Dyslexic pupils in all classes.
We use a comprehensive checklist of difficulties in school and identify pupils with Dyslexic Tendencies (as many are too young to have full diagnosis due to developmental stages in reading, spelling etc).

12. Partnership with other bodies.

The school aims to work with other agencies in order to provide an integrated support based on the needs of the pupil.
• Other Schools:
When pupils move to another school their SEND records will be transferred to the next school whose staff will then be responsible for continuing the assessments reviews and provision.

Care is taken to ensure a smooth transition between schools. The SENDCo will meet with a child's parents and SENDCo of the next school to give parents the opportunity to discuss their child's needs. This is usually at the beginning of the Summer term but may be earlier in the year, dependent on need.
A thorough transition process is in place for all the children in year 4. Additional transition visits in a small group or individually can also be arranged dependent on the child's need.
The SENDCo meets termly with other Special Needs leaders and SENIS advisors to discuss local and national issues with particular reference to SEND and the transfer of children within Leek Education Partnership (LEP) schools.

13. **Additional Monitoring - SENDCo, Class teacher or Teaching Assistant roles**

The criteria that will be used in evaluating effectiveness will include:

- Reports by Inspectors or others offering external moderation
- Review of school improvement plan and action plans
- Annual Review feedback from parents
- Individual pupil attainment of the targets included in student passports
- Annual tests/assessment
- Achievement in standardised assessments (SATs) for all pupils and identified SEN pupils in particular
- Provision for Special Educational Needs and Disability pupils leaving the school
- Number of SEND pupils receiving fixed and permanent exclusions.

14. **COMPLAINTS**

Arrangements for considering complaints:
As a school we aim to meet the needs of all our pupils to the best of our ability, but we understand that despite our best endeavours misunderstandings or issues can arise. We feel that it is best if concerns are sorted out as quickly as possible to maintain the partnerships that are essential in providing effective support for our SEND pupils.
You can do this by:

- Asking for a meeting with your child's class teacher and/or the SENDco. You do not have to wait for Parents Evening or Review Meetings
- If you are still dissatisfied you should contact the Headteacher.
- A formal complaint concerning SEND may be registered with the chair of St Leonard's CE First School Governing Body – Mr Stephen Clancy/ Rev Michael Evans

- All names and contacts are included on the SEND Information report on the school website.
- The Staffordshire SEND Family Partnership Service may also be helpful. They offer independent support and advice and a mediation service. Leaflets explaining their services are available in school. They can also be contacted on 01785 356921.

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