



THE DISTRICT

CE PRIMARY SCHOOL

SEND Policy

Chair of Governors	Mr F Maguire
Headteacher	Mrs L Shelford
Date adopted: June 2022	Review Date: June 2023

The caring path to achievement, reflecting the values of Christ.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

SENDCO	Lavern Shelford	Headteacher
SEND lead	Cath Clark	Assistant Headteacher
Inclusion Team members	Sue Swift	Safeguarding & Attendance Lead
	Gemma Holcroft	HLTA
	Lorna Poole	L3 SEND Lead
	Donna Barker	Pastoral Lead
	Karen Knox	Senior L3 Behaviour Lead
Designated Teacher for Looked After Pupils	Claire Ryder	Deputy Headteacher
Responsible governor for SEND	Lisa Cunliffe	

OVERVIEW

Any pupil may have special educational needs at some time during his/her time in school and therefore a wide variety of strategies will be used to meet these needs as they are identified. This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENDCOs) and the SEN information report;
- The SEND Green Paper, March 2022.

It will ensure that no pupil, especially those with SEN or disability, is discriminated against. This policy will be used to ensure that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

OBJECTIVES

1. To ensure that all pupils' individual and special needs are met effectively so that they receive their educational entitlement and given equal access to a broad, balanced and relevant curriculum (see St Helens Local Offer, which can be accessed through useful links on the school's website).
2. To ensure that provision for pupils with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress for their abilities.
3. After identification of particular difficulties, the school will provide for these additional needs in a variety of ways. These may be a combination of approaches to address targets identified for individual pupils, e.g. small group or individual interventions; accessing part of the curriculum in different classes; bilingual support/access to materials for translation; differentiated resources; pastoral support; sensory activities; peer mentoring; additional homework, etc.
4. To recognise and record pupils' strengths and successes to encourage a positive self-image.
5. To ensure that staff with management responsibility, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.
6. To ensure pupils with SEND needs are engaged in all activities (trips, residentials, after school enrichment activities, breakfast and after school club, etc.) available to those who do not have SEND.

STRATEGIES

1. Regular monitoring, evaluation and review carried out by the leadership team ensures that our aims for learners' individual and special needs are met to the highest standard.
2. Teachers ensure that all pupils receive quality first teaching, which includes differentiating tasks to suit different pupils' needs and preferred learning styles.
3. Identification and referral of pupils, considered as having special educational needs that are different and distinct to other pupils, is the responsibility of every member of staff.
4. The Special Educational Needs and Disabilities Coordinator (SENDCO) is responsible for managing the process of the identification and assessment of the specific educational needs and the procedure for formal assessment of SEN involving outside agencies.

5. The assessment of special educational needs is diagnostic in nature and constructive in practice with feedback to relevant members of staff, parents and carers. Pupils and their parents are fully and actively involved at each stage.
6. Parents are appropriately involved at every stage when their child has been identified as having special educational needs.
7. The nominated governor for SEND pupils ensures that they are not treated less favourably than other pupils.
8. INSET opportunities or individual support and advice is provided for staff, to raise awareness and provide practical examples of suitable curricular materials. These include support from the specialist teams in St Helens: BIT (Behaviour Intervention team); LASC (Language and Social Communication) team; Community Paediatrician; Neurodevelopment Pathway; LSS (Learning and Support Services), who identify and support pupils with specific learning difficulties, such as dyslexia or processing difficulties; the school's Educational Psychologist; Occupational Therapists; Speech and Language Therapists; counsellors or other specialists as required.
9. A flexible approach is used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and production of appropriate teaching and specific advice to teaching and support staff.
10. The following adaptations are made to ensure all pupils' needs are met: differentiating the curriculum to ensure all pupils are able to access it; adapting resources and staffing; using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.; differentiating teaching and access arrangements.
11. The positive achievements of pupils are recognised and celebrated, in line with the school's policy on assessment.
12. All teachers are teachers of special educational needs.
13. EHCP pupils continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

PROCEDURES (See also 'Graduated Approach' using the link on the school website to Local Offer)

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In school, the following process is followed:

1. Concerns about a child will normally be raised by a parent or teacher through conversation with each other. Parents should raise their initial concerns with the class teacher so that the teacher can advise and/or make adaptations to learning experiences if needed. Agreement will be made about the best course of action to be followed. Parents may be advised to check the child's hearing, eyesight, etc. These conversations are recorded on the school's signs of safety document.
2. The class teacher will consult with the SENDCO, utilise the St Helens Graduated Approach document and complete an APDR. If interventions planned do not resolve the issue, then the SENDCO may advise other steps to be taken.
3. The pupil may be added to the school's SEND register. Parents will be asked to give their consent for the child to be discussed at the termly multi-agency planning meeting.
4. An APDR document (Assess, Plan, Do, Review) written by the class teacher, identifies exactly what the difficulties are and what strategies will be used to try to address them. The APDR will be discussed with and signed by parents/carers. The strategies and targets are shared with the pupil concerned through age-appropriate conversations. APDRs are reviewed each term to evaluate the success and decide on the next

step with the child and parent. The APDR will continue until either the difficulties are overcome or the SENDCO and teacher agree no further action is required. External advice/support will be sought as required. A copy of the APDR is given to parents for their reference.

5. The SENDCO will discuss identified pupils with the representatives on the multi-agency planning group to agree on the best course of action. This may result in a request for assessment from e.g. Occupational Therapy, Speech Therapy, Language Support Service (for suspected dyslexia or other language processing problems), LASC team (for suspected autistic or social and communication difficulties), BIT (behaviour or emotional difficulties), Educational Psychologist assessment, CAMHS etc. Each of these services will expect school staff to have tried and evaluated a number of recommendations and will need completed request forms and/or assessment tools for their services, signed by the parent. Liaison regarding any referrals occurs between the SENDCO and the parent.
6. In some circumstances the SENDCO may apply to the child's home local authority for additional funding for a specific purpose. The school is required to put in place the first 15 hours of any additional adult support. This may not be on a one-to-one situation and each scenario is assessed by the SENDCO and decisions about levels of support are made on a needs led basis.
7. If the LA SEND panel agree that there is a need for additional funding, this is allocated to the school. The funding is reviewed each year.
8. For some pupils, it may be necessary for an EHCP (Education and Health Care Plan) to be drawn up to identify their particular needs and how they can be best met. If this is the case, the LA will liaise with the SENDCO and any other agencies to draw up a plan. The SENDCO will consult with the pupil and the parent in drawing up this plan.
9. When pupils transfer to other schools the SENDCO will liaise with the receiving school to ensure there is a smooth transition for the pupil.

SEND support at The District CE

Our school mission statement, Christian and core values underpin every aspect of school life, but especially the way our pupils who need additional support are treated. School staff will do all they can to support pupils with SEN and/or disabilities and their parents (see accessibility plan and supporting pupils with medical needs policy). Pupils are admitted into The District CE using the agreed admission policy for that year, which does not discriminate against pupils with additional needs or disabilities. Where a pupil has an EHCP naming The District CE Primary School, a place will be agreed. This is agreed in advance through consultation with the LA and parent. In exceptional circumstances, should there be any concern about whether the child's needs can be met by the school, this will be discussed with the LA and parents to agree the best place for the child.

Support for pupils and for staff is available from the SENDCO who will call on 'expert' advice when needed. The school has disabled access and access to disabled toilets. Many pupils with temporary or permanent additional needs or disabilities have been successfully supported at The District CE. The school's register of SEND pupils is updated termly and pupils who have emerging needs may be recorded at cause for concern on the system. Staff treat each pupil as an individual and recognise that they may have complex needs at times and may display a number of differing needs in differing situations. Parents have reported that their children feel safe and welcomed at school and that they are included in all aspects of school life.

Pupils' additional needs/ disabilities successfully supported may be described as being:

- Physical e.g. needing to use a wheelchair or having hypermobility
- Medical e.g. heart problems, asthma, feeding or toileting difficulties
- Sensory e.g. visual or auditory impairment
- Social communication difficulties including Autistic Spectrum Condition
- Cognition and learning
- Social, emotional and mental health

The nominated governor for SEND will liaise with the SENDCO to ensure that provision for pupils with SEND is well thought out and effective. They will ensure that allocated money in the school budget and from LA ESS funding is used effectively to provide for the pupils' needs. This may not always be used as one-to-one support, as this can lead to reliance of pupils on individual members of staff and does not encourage independence. Each pupil's individual needs will be considered when deciding on staffing ratios.

PARENTAL SUPPORT

Support for parents can be found from IAAS, who are a support group specifically for parents in St Helens. www.sthelensgateway.info/organisations/st-helens-helens-information-advice-support-st-helens-iaas/

Additional support and advice is available for parents of children with diagnosed or potential neurodevelopmental conditions at <https://www.advancedsolutions.co.uk/home.html>

Regular newsletters and SEND updates from the Local Authority are shared on Class Dojo and on the community noticeboard.

OUTCOMES

In this school, all pupils, including those with special educational needs or disabilities, will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEND are included, treated as favourably as others, and given appropriate access to the curriculum teaching and learning. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The impact of this work is monitored and evaluated in the following ways:

- Classroom observations by the SENDCO, Leadership Team and external agencies
- Assessment of progress made by intervention groups
- Work sampling
- Scrutiny of planning and APDRs
- Teacher interviews with the SENDCO/Leadership Team
- Pupil interviews
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with school's pastoral team if appropriate
- Regular meetings about pupils' progress between the Inclusion team and the Headteacher
- Headteacher's termly report
- Informal feedback from all staff

ROLES AND RESPONSIBILITIES

Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Headteacher and the governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENDCo).
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through analysis of the whole-school pupil progress tracking system; maintenance and analysis of a whole-school provision map for vulnerable learners; pupil progress meetings with individual teachers; regular meetings with the SENDCo discussions with pupils and parents.

Special Educational Needs Co-ordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners alongside other senior leaders within the school.
- Identifying on this provision map a staged list of pupils with special educational needs –those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health Care plans.
- Co-ordinating provision for children with SEND.
- Liaising with and advising teachers.
- Managing other staff involved in supporting vulnerable learners.
- Overseeing the records on all children with SEND.
- Liaising with parents of children with SEND, in conjunction with class teachers.
- Contributing to the in-service training of staff.

- Implementing a programme of annual review for all pupils with a statement of SEND. Complying with requests from an Education Health and Care Plan Co-ordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6.
- Monitoring the school's system for ensuring the APDRs, *where it is agreed they will be useful for a pupil with SEND*, have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND).
- Meeting at least termly with each teacher to review and revise plans for all vulnerable learners in their class who are being tracked on the school's provision map (will guarantee planning and preparation time for teachers and SENDCo to ensure that these meetings occur).
- Liaising sensitively with parents and families of pupils on the SEND Register, keeping them informed of progress and listening to their views of progress.
- Attending area SENDCo network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, to monitor and discuss provision for vulnerable learners, including those with Special Educational and Disability Needs.
- Liaising closely with a range of outside agencies to support vulnerable learners.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCo will regularly attend local network meetings.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the School Development and Improvement Plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and Leadership Team will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Class Teacher

Liaising with the SENDCo to agree:

- Which pupils in the class are vulnerable learners.
- Which pupils are underachieving and need to have their additional interventions monitored, but do not have special educational needs.
- Which pupils require additional support because of a special educational need and need to go on the School's SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, an APDR to address a special educational need (this would include pupils with statements or EHC Plans).

Provision of quality first teaching and securing good outcomes for all groups of vulnerable learners by:

- Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
- Ensuring there is adequate opportunity for pupils with SEND to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum on offer and strategies." (SEND Code of Practice 2014).
- Ensuring effective deployment of resources, including Teaching Assistant support to maximise outcomes for all groups of vulnerable learners.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths; as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets.

Monitoring Arrangements

This policy will be reviewed by SENDCO and SEND Governor every year. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour and wellbeing policy
- Supporting children with medical needs policy
- Child protection and safeguarding policy
- Equality information and objectives