

St. George's Primary & Nursery School



Special Educational Needs & Disabilities (SEND) Policy

2020 - 2021

Date Agreed by Governors: 4/12/20

Date of Review: Autumn 2021

St. George's Primary and Nursery School. Special Educational Needs and Disabilities (SEND) Policy

Introduction

This policy was reviewed and updated in October 2020 in line with the revised Code of Practice (2015).

We believe that all children have the right to:

- *Equality of opportunity and regard*
- *Access to a broad and balanced, differentiated and relevant curriculum*
- *Self-respect and respect from others*
- *High self esteem*

St Georges Primary and Nursery is an inclusive school welcoming any child it has the expertise to educate. Our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school to enable them to have full access to the curriculum and learning.

Such children may need additional or different help from that given to other children of the same age. We also accept that some children will be highly intelligent and will need to be challenged in academic work. These children are valued members of our school society, from whom we can all learn to accept difference and who challenge our attitudes.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that the curriculum, learning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

At St George's we aim to ensure that all children benefit as fully as possible from all aspects of school life, recognising that children with special educational needs have particular strengths which can also be fostered in extra-curricular activities such as musical theatre, chess club and various sports clubs.

Aims and objectives

The staff at St. Georges Primary and Nursery School aim to work together as a team to overcome all barriers to learning for all children. We recognise that children with Special Educational Needs are only a small part of this. We support the ethos of Inclusive Schooling and believe that education should be available to all.

The aims of this policy support the aims of the school and the fundamental principles of the Code of Practice and the Special Needs and Disability Act (2001)

- *to create an environment that meets the special educational needs of each child;*
- *to ensure that the special educational needs of children are identified, assessed and provided for;*
- *to make clear the expectations of all partners in the process;*
- *to identify the roles and responsibilities of staff in providing for children's special educational needs;*
- *to enable all children to have full access to all elements of the school curriculum;*
- *to ensure that parents are able to play their part in supporting their child's education;*
- *to ensure that our children have a voice in this process.*
- *to build on greater integration of education, health and social care to meet the needs of children and families.*

Educational inclusion

At St. Georges Primary and Nursery School we aim to offer excellence to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal

of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- *have different educational and behavioural needs and aspirations;*
- *require different strategies for learning;*
- *acquire, assimilate and communicate information at different rates;*
- *need a range of different teaching approaches and experiences.*
- *each individual has an entitlement to equality of opportunity and equality of regard (Norfolk Curriculum Policy Statement)*

Teachers respond to children's needs by:

- *providing support for children who need help with communication, language and literacy;*
- *planning to develop children's understanding through the use of all available senses and experiences;*
- *planning for children's full participation in learning, and in physical and practical activities;*
- *helping children to manage their behaviour and to take part in learning effectively and safely;*
- *helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.*

Definition of Special educational needs and Disability (SEND)

Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she

"has a learning difficulty or disability which calls for special education provision to be made for him or her".

The SEND Code of Practice states that a child is considered to have a learning difficulty if she or he:

- **has a significantly greater difficulty in learning than the majority of others of the same age;** or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

In the Equality Act 2010 a person is classed as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

- **Normal day-to-day** means things that people do on a regular basis, for example mobility, dressing or cleaning (physical co-ordination), and having a conversation.
- **Long-term** usually means the impairment should have lasted or be expected to last at least a year.
- **Substantial** means not minor or trivial.
- **Physical impairment** includes sensory difficulties such as visual or hearing impairments
- **Mental impairment** includes learning difficulties, autism, dyslexia, speech and language difficulties, attention deficit hyperactivity disorder (ADHD).
- Some specified medical conditions, such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The definition of significantly greater difficulty in learning at St. George's Primary and Nursery is; 'a child who is at least a year behind year group expectations and who is not making at least expected progress in one or more areas of reading, writing and maths' and /or 'has Social, Emotional, Mental Health, Physical and/or Impaired Cognition needs that impact significantly on accessing learning and inhibiting progress rates'.

The school is aware that there may be exceptions to this definition.

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.

Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. The Code of Practice (2015) refers to four broad areas of need:

Communication and interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and /or equipment to access their learning.

The four broad areas described above give an overview of the range of needs that the school plans for. However, individual children often have needs that cut across all of these areas and their needs may change over time, for example children on the Autistic Spectrum.

A Graduated Approach to SEND Support:

How the school decides whether to make special educational provision or not:

A process of on-going teacher assessments and termly pupil progress meetings where intervention strategies are discussed with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEND for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- The Child and Educational Psychology Practice (CEPP)
- Respectrum
- School 2 School Support (S2S)
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Dyslexia Outreach Service
- Virtual School Sensory Support
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

In addition to this, a half termly school support team meeting is held with the SENDCO, Head teacher and Assistant Head teacher.

When pupils require support that is *different from or additional to* what is ordinarily offered by the school, such as intervention from external agencies, they will be placed on the SEND register. The school will then seek to remove barriers to learning and put effective special educational provision in place.

This begins a cycle of *assess, plan, do and review* with the child/young person at the centre of the process:

Assess- We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan- Where SEND Support is required the teacher and SENDCO will put together a **SEND Support Plan** outlining the adjustments, interventions and support which will be put in place for the pupil as well as discussing the expected impact on progress and outcomes, including a date when this will be reviewed an Individual Learning Plan (ILP). Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do- The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Tas, LSA's or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher as appropriate.

Review- The plan including the impact of the support and interventions will be reviewed on an ongoing basis by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of the next steps or where successful, the removal of the pupil from SEND Support.

SEND Provision:

SEND support can take many forms. This could include:

- An individual learning programme or behaviour plan
- Evidence based interventions
- Extra help from a teacher or Teaching Assistant
- Making or changing materials, resources or equipment
- Working with a child individually or in a small group
- Maintaining specialist equipment
- Observing a child in class or at break and keeping records

- Making sure that a child has understood things by encouraging them to ask questions and to try things that they find difficult
- Use of visual support, visual timetables and concrete materials within lessons such as Numicon
- Helping other children to work with a child, or play with them at break times
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.
- Access to the nurture group within school

Managing the needs of Pupils on the SEND Register:

Each pupil is an individual and their plan is tailored to meet their particular needs. We adhere to the Code of Practice (2015) cycle of *assess, plan, do and review*. Plans are reviewed on an ongoing basis with parents and pupils.

Decisions regarding the level of support provided are needs led, working within the constraints of the school/cluster budget.

The Class Teacher is responsible for providing quality first teaching and:

- The progress and development of all the pupils in their class, including those with SEND
- Ensuring ILPs (individual learning plans) and where appropriate outside professional advice is followed and implemented in the classroom
- Ensuring that the class provision map is updated and evaluated
- Regular liaison with parents and the SENDCO
- Effective deployment of additional adults
- Working in liaison with the SENDCO (and other professionals) in the writing and reviewing of targets for pupils with SEND

The Role of the Special Needs co-ordinator (SENDCO)

In our school the SENDCO is Miss Denise Holland who manages the day-to-day operation of the policy;

- *co-ordinates the provision for and manages the responses to children's special needs;*
- *supports and advises colleagues;*
- *oversees the records of all children with special educational needs;*
- *Works closely with parents of children who have special needs through review meetings and FSP review meetings, when appropriate*
- *acts as link with external agencies and other support agencies;*
- *monitors and evaluates the special educational needs provision and reports to the governing body;*
- *manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;*
- *contributes to the professional development of staff*

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors are aware of the importance of providing for these children. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The governing body has identified a governor, Ms Jo Wheadon to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the head teacher. The head teacher ensures that all those who teach a pupil with an Education, Health and care Plan (EHCP) are aware of the nature of the EHCP.

The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The SENDCO with the head teacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans (EHCPs).

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The head teacher and the SENDCO meet regularly to agree on decisions made regarding the level of support provided and to discuss where support is needed, working within the constraints of the school/cluster budget.

Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that which can be provided from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. School or parents can make this request. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs. (See the Norfolk County Council website for further information regarding requests for EHC plans)

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/introduction-to-send/sensupport/ehc-plans>

Admissions:

The admission arrangements for all pupils are in accordance with national legislation, including the SEND Code of practice 2015, and the Equality Act 2010. This includes children with any level of SEND; those with EHCP's and those without.

Prior to parents choosing to admit their child with SEND to our school a meeting will be held with parents to discuss their child's needs and to ensure they are fully aware of the SEND support that St. George's can offer and to support them in making an informed choice to find the right setting for their child.

All SEND paperwork should be passed to the SENDCO as soon as possible. If the pupil is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENDCO to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that pupil's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior to the start of the child's admission. The child will be closely monitored from admission to ensure that all the appropriate provisions are in place.

Partnership with parents:

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents, the home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents.

Parents are involved in the target setting and review process of Individual Learning Plans. Parents are invited in each term to share the progress of children with SEN with their teachers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. The SENDCO is available for informal meetings and arranging FSP meetings where appropriate, with parents to help them with any SEND issue. Regard will be given to the confidentiality of records and information concerning special needs. Parents' of pupils with SEND are regularly given copies of Parent Partnership News and they can access the electronic version and additional information at <http://www.norfolkparentpartnership.org.uk>

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010 and with Supporting Pupils at School with Medical Conditions (DFE August 2017). Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg an extra adult to accompany a child on a school trips/residentials. Specific staff have training to support particular needs, eg managing diabetes and epilepsy. The school secretary is responsible for the administration of medicines and health care plans/protocols. All staff are aware of health care plans and the protocols to be followed.

Pupil Participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their ILPs and in the cyclical ILP review meetings. Children are encouraged where possible to make judgements about their own performance against their ILP targets. We recognise success here as we do in any other aspect of school life.

Training and development

Training needs are identified in response to the needs of pupils currently on the SEND register. Relevant school staff have specific training and expertise in speech and language, RWI and numeracy interventions, emotional literacy and in supporting children with learning and cognition needs. The SENDCO attends network /cluster meetings to share good practice and to keep up to date with SEND developments.

Storing and Managing information

All records are kept in line with the General Data Protection (GDPR) law. Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are appreciative to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet. Individual SEND files are transferred to receiving schools when pupils leave St. George's Primary School.

Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at St. George's to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head Teacher. Parents can contact independent partnership supporters at Norfolk SEND Partnership; tel: [01603704070](tel:01603704070) email: sendpartnership.iass@norfolk.co.uk

Monitoring and evaluation

The SENDCO monitors the progress of children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCO supports teachers involved in drawing up Individual Learning Plans for children. The SENDCO and the Head Teacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold regular meetings.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

In compiling this policy, reference has been made to the following documents:

The Special Needs Code of Practice 0-25 (May 2015) DfE

The Special Needs and Disability Act 2001

Inclusive Schooling November 2001 Ref; DfES/o774/2001

Teachers Standards 2012

Early Education and Childcare Statutory Guidance for Local Authorities – June 2018

Early years Entitlements: Operational Guidance For Local Authorities and Providers – June 2018

Supporting pupils at school with medical conditions (August 2017)

Signed:

Chair of Governors

Date: