



Diocese of Salisbury

Academy Trust

'Beyond expectations for all of God's children'



St. Andrew's CE

Primary School

Special Educational Needs and Disability
Policy

Policy Date: September 2023

Review Date: September 2024

Special Educational Needs and Disability Policy

Rationale

All children have the right to a broad and balanced curriculum that is relevant and differentiated, and which demonstrates progression and coherence. As such, the academy is committed to identify and support all pupils who experience difficulties and, subject to the overall constraints of the academy budget, provide such children with the levels of resources to meet their curricular needs.

St. Andrew's CE Primary School is fully committed to upholding the SEND Code of Practice (2015).

Definition of Special Educational Needs and Disability (SEND)

Children have special educational needs if they have a learning, communication, emotional, mental or social 'difficulty' which calls for special educational provision to be made for them. Children have a special need if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in the academy.

Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs to ensure that the necessary provision is established and then monitored;
- To plan a personalised, appropriate and innovative approach to learning and to ensure that all targets set are specific, measurable, achievable, realistic and time related;
- To involve parents/carers and children in the identification and review of any targets/outcomes and where necessary those targets identified in a child's Education, Health and Care Plan (EHCP) Review;
- To work in partnership with, and involve, parents/carers and outside agencies;
- To ensure that all who are working with the children are aware of the procedures for identifying their needs, supporting and teaching them.

Roles and Responsibilities

The responsible persons for SEND at the academy are:

- Simon France – Headteacher
- Georgiana Menzies – Chair of Governors/SEND Governor

The SENDCo at the Academy is Joanna Messenger. The SENDCo is responsible for co-ordinating the day-to-day provision of education for pupils with SEND at the academy.

The Governing Body play an important role in ensuring that:

- They are fully involved in developing and monitoring the Academy's SEND policy.
- They are up to date and knowledgeable about the Academy's SEND provision, including how funding, staffing and resources are deployed.
- The quality of provision is continually monitored.

The Governing Body will:

- Ensure that the necessary provision is made to meet the needs of all our pupils.
- Ensure that teachers in the academy are aware of the importance of identifying and providing for all pupils in their care.
- Ensure that parents/carers are notified of a decision by the Academy that specific provision is being made for the child.
- Have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils in the academy.
- Have a written SEND policy containing the information as set out in the Special Educational Needs Regulations 1999 (reproduced in the SEND code of practice, 2015).

The Senior Leadership Team will ensure that procedures are in place to identify pupils' needs, including:

- Ensuring that all staff are supporting the identification, teaching and assessment of pupils with SEND;
- Overseeing and maintaining resources for a range of SEND.
- Ensuring that all staff have continued professional development relating to SEND.
- Working in close partnership with parents/carers and external agencies.
- Monitoring, evaluating and reporting on the provision for all pupils to the governing body.
- Co-ordinating the range of support and interventions available to children.

Access to the Curriculum

The Academy is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. In all cases, class teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and differentiated. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

SEND Support and The Graduated Approach to providing SEND support

Levels of SEND Support

- **Quality first teaching** (including highly effective adaptations and scaffolding) will meet the needs of the majority of children in the classroom. In all classes teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.
- **St Andrew's support** – If, despite the class teacher being able to clearly evidence Quality First Teaching provision, a child's progress is below age-related expectations (or they are identified as having a possible SEMH difficulty) then they will be placed on a Catch-Up Plan cycle, where appropriate. This may be identified at termly Pupil Progress Meetings or by the teacher raising a Progress Concern Form. The cycle records provision in half termly cycles where assessment takes place, a plan is made, support is put in place and then reviewed. A pupil on a Catch-Up Plan cycle is one whose progress is below expectations or who is struggling to regulate his/her emotions but will make progress with some provision in/out class. This information is shared with parents during parent's evening appointments or through an arranged appointment with the class teacher.
- **SEN Support** - a child whose progress is significantly below age related expectations or who needs a higher amount of support, either 1:1 or small group, is placed on SEN Support. An Individual Education Plan (IEP) or Provision Map will be generated that has the child and their needs at the centre. Outside agencies will be consulted, if appropriate, in order to provide additional support. Outside agency support may take the form of referrals, advice, Joint Action Plans or staff training. An IEP is generated in conjunction with the child, parents, school staff and outside agencies (if applicable). This focuses on outcomes and the provision that is needed to support the child in meeting these. This process will inform short term targets for the child. Everyone involved in the IEP, including parents, are kept up to date regularly with progress and all external agency reports are shared with parents. An IEP will be reviewed a minimum of three times a year.

• **Education and Health Care Plan (EHCP)** - A child who requires significant, specific support in class, and where progress and needs have not been met through SEN support, will be considered for an EHCP. An application can be put forward to the SEND panel at the Local Authority to be considered for a Statutory EHC Plan. A child at this level will be allocated a SEND Provision Lead through the Dorset County Council. Parents, the child, school and any other agencies involved will be asked for their input which will be presented to the Dorset Council SEND panel. Except for in exceptional circumstances, the SENDCo will have discussed the needs of the pupil with the school link Educational Psychologist and Specialist Teacher during termly planning meetings and appropriate cycles of support with their guidance will have taken place prior to an Education and Health Care Plan Needs Assessment Request being made.

The Graduated Approach to SEND



Where a pupil is identified as having SEND, our school will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four-part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

Assess - Class teacher and SENDCo will carry out a clear analysis of a pupil's needs, drawing on teacher assessment, experience of the pupil, previous progress and attainment and information from the school's core approach to pupil progress, attainment and behaviour. Assessments will be reviewed regularly to ensure that support and intervention are matched to needs.

Plan - If it is decided to place a pupil on SEND support, the parents will be formally notified. At our school, parents are part of the assessment and review process for pupils. The IEP will be generated by the class teacher, parents and pupil, with support from the SENDCO, in order to identify the support and intervention required to meet the outcomes identified for the pupil. Please see 'Generation of an IEP for a Child' information below for more detail.

Do - The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil, either 1:1 or with a group, the class teacher remains responsible for overseeing the planning and assessment of the intervention and

feeding back to parents. Progress towards IEP targets will be recorded in a designated book called a 'Small Steps Book'.

Review - The effectiveness of the support and the impact of this support on the pupil's progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress. Where a pupil has a Statutory My Plan, the LA and school must review the plan at least once a year.

Generation of an Individual Education Plan (IEP) for a Child

Following a review of the strategies and progress, it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child: -

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour policy used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The IEP will be generated in full consultation with the class teacher, the SENDCo, parents, the child and in some cases, outside agencies, who may be involved with the child. Together, an IEP will be generated with the child at its centre. Long term goals will be considered and then the short-term goals that will be needed to fulfil these longer-term goals. A Pupil Passport will also be produced that gathers together all relevant information and recommendations, including the child's views, on a useful one-page guide.

The IEP and Passport will evidence: -

- The child's view
- The views of their parents/carers
- What is important to the child
- How best to support the child
- Hopes and dreams for the future
- What is important for the child (e.g., health or communication needs)
- How the child learns
- What is and isn't working for the child and their family
- Shared action plan with short term targets included
- Support required
- Review against targets

The IEP will be fully jointly reviewed three times a year and a meeting with parents will be arranged. This may take place as part of parent consultation evenings, with additional time allowed.

Requesting an EHC plan

Where, despite all of our best endeavours and evidence of at least three cycles of Plan, Do and Review, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to discuss the pupil with our Local Authority link Educational Psychologist and Specialist teacher at a SEND planning meeting. Following this discussion, it may be decided that a Joint Action Plan (JAP) should be created in the first instance to support the pupil or the decision may be made to approach the LA to request a statutory assessment for an EHC plan. However, this may or may not result in the LA issuing an EHC Plan.

Where a child has an EHC Plan we will carry out an annual review which parents, child, the LA, outside agencies, Head teacher, SENDCO and the class teacher will be invited to attend.

The EHC Plan will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed called the SEND Provision Lead who will be responsible for liaising between all the interested parties, ensuring that everyone is working together and effectively sharing information.

Criteria for exiting the SEND Register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they will be removed from the SEND register and placed on our Class Concern list to monitor ongoing progress. The pupils will be kept on the SEND monitoring list for one term to ensure progress is maintained.

Supporting Pupils at school with a Medical Condition

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. Some children will have their medical conditions recognised within their EHC Plan.

Parent/Carer Voice

Parents/carers are important partners in the effective working relationship with the academy in raising their child's attainment. The Academy strives to ensure that parents/carers are fully involved in the identification, assessment and decision-making process in the academy. Parents'/carers' contribution to their child's education is valued highly by the staff in the academy.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should discuss this with either the SENDCO or the Head teacher who will issue a copy of the Academy's Complaints procedure. The complaints policy is also available through the school's website.

Criteria for Evaluating the Success of our Policy:

The policy will be evaluated against the objectives stated on page two by:

- ✓ An analysis of the curriculum, support and resources that are deployed to meet the pupil's needs.
- ✓ An analysis of the pupil's academic, social and emotional data and the interventions in place to narrow identified gaps (this analysis will include evidence from learning walks and teaching assistant appraisals).
- ✓ By involving the pupils, parents/carers and outside agencies in discussing, constructing and reviewing provision through the process of IEP and EHC Plan reviews.
- ✓ Monitoring meetings/visits between SEND Governor and SENDCo
- ✓ Monitoring and accountability visits from the Academy Trust