

# St. Andrew's CE (VA) Junior School

## SEND Policy



Title	<b>SEND Policy</b>
Version	1.1
Date	25.09.19
Author	St. Andrew's CE (VA) Junior School
Approved by headteacher	10 October 2019
Approved by governing body	10 October 2019
Next review date	September 2020

Modification history			
Version	Date	Description	Revision author
1.0	January 2018	Updated and new plan	KS
1.1	September 2019	Updated	LM

## **1 Introduction**

- 1.1** St Andrew's CE (VA) Junior School has a Special Educational Needs Co-ordinator, Mrs Lisa Marsden and a named Governor, Mrs L Lawley. They are responsible for SEN. They ensure that the policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.
- 1.2** This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.
- 1.2** These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.3** Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.4** The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## **2 Aims and Objectives**

- 2.1** The aims of this policy are:
- 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.
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### **3 Educational inclusion – Aims**

**3.1** St. Andrew's aims to have high expectations of our children. The school aims to achieve this through the removal of barriers to learning and participation. St. Andrew's wants 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.

**3.2** Teachers respond to children's needs by providing support for children who need help with:

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, mental and emotional health
- ❖ Sensory/physical

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- Teachers respond to children's needs by:
- 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.
- Using PSHCE and circle time to build links with the class and encourage the class to support and help each other.
- Creating an Inclusive learning environment for the learner with Specific Learning Difficulties (SpLD).
- At St Andrew's CE (VA) Junior School we aim to support all our children within the classroom environment. However, sometimes it is necessary to withdraw a child from class either as part of small group or individually to deliver a programme to support their learning. The needs of SpLD learners will be met through the development of phonological awareness, multi-sensory approaches to learning, alternative methods of recording and a classroom environment, which is sensitive to children's needs.
- St Andrew's CE (VA) Junior School recognises and plans for the needs of high achieving pupils.

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### **4 Special Educational Needs**

**4.1** Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;

- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.
- 4.2** All the children who join St. Andrew's have already been in early education. In most cases children join St. Andrew's with their needs already assessed. All children are assessed when they enter our school, so that teachers can build upon their prior learning. Teachers and staff use this information to provide starting points for the development of an appropriate curriculum for all our children.
- 4.3** If school assessments, and through our ASSESS-PLAN-DO-REVIEW cycle, it is shown that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. St Andrew's CE (VA) Junior School will adopt a graduated response to help children with special educational needs. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The Special Educational Needs Coordinator (SENCO) and class teacher will keep parents informed and draw upon them for additional information. The SENCO will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.
- 4.4** Staff will record, in a Personal Provision Plan (PPP), the strategies used to support the child. The PPP will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. This review will take place once a term.
- 4.5** If the PPP review identifies that support is needed from outside services, teachers will consult parents prior to any support being put in place. In most cases, children will be seen in school by external support services. This may lead to further, additional strategies. At this stage, external support services may provide information for the child's PPP. The new strategies in the PPP will, wherever possible, be implemented within the child's normal classroom setting.
- 4.6** If the child continues to demonstrate significant cause for concern, a request for statutory assessment for an Education, Health and Care Plan will be made to the LEA. A range of written evidence about the child will support the request.
- 4.7** At St. Andrew's, the Special Educational Needs Co-ordinator (SENCO):
- 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;
  - Maintains the school's SEND register;
  - Contributes to and manages the records of all children with special educational needs;
  - Manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
  - Acts as the link with parents;
  - Maintains resources and a range of teaching materials to enable appropriate provision to be made;
  - Acts as link with external agencies and other support agencies;
  - Monitors and evaluates the special educational needs provision and reports regularly to the governing body;

- Manages a range of resources, human and material, linked to children with special educational needs.
- Contributes to the professional development of all staff.
- Sets up and monitors support programmes to enable children to access the curriculum at their own level.
- Organises timetables for support staff.
- Liaises with support staff .

## **5 The role of the governing body**

- 5.1** The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2** The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.
- 5.3** The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is Mr Stanley Empson.
- 5.4** The SEN governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## **6 Allocation of resources**

- 6.1** The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- 6.2** The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3** The headteacher and the SENCO meet annually to agree on how to use funds directly related to statements. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.
- 6.4** The SENCO meets the headteacher each term to discuss the School improvement plan and monitor what the SENCO has been focussing on.

## **7 Assessment**

- 7.1** Early identification is vital. The class teacher informs the SENCO at the earliest opportunity to alert her to concerns and enlist her active help and participation. The child is then monitored to see how they progress.

- 7.2** The parents are informed that the class teacher is concerned about their child's progress and that the school will be monitoring them closely to see if they need to put a support programme in place.
- 7.2** The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 7.3** The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- 7.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5** The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

## **8 Access to the curriculum**

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
  - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; teachers and support staff differentiate work appropriately, and use assessment to inform the next stage of learning.
- 8.3** Personal Provision Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children identified as having a special educational need in school have a PPP. In addition to a PPP, a pupil may have a Provision Map/Person Centred Plan which inform staff of further needs that have been identified.
- 8.4** The school can use PIVATS (Performance indicators value added target setting) and other resources to help identify the exact level that a child with SEND is working at. We then use these levels to help set the PPP targets as they show what a child should be working on to move onto the next level.
- 8.5** St. Andrew's support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **9 Partnership with parents**

- 9.1** The school works closely with parents in the support of those children with special educational needs. St. Andrew's encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to support for children with special educational needs.
- 9.2** The school prospectus contains details of the policy for special educational needs, and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action.
- 9.3** St. Andrew's have regular meetings each term to share the progress of children with special educational need with their parents. Parents are informed of any outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with special educational needs.

## **10 Pupil participation**

- 10.1** At St. Andrew's, we encourage children to take responsibility and to make decisions. This is part of the culture of the school and relates to children of all ages. The work in school (circle time, PSHCE and investors in pupils) recognises the importance of children developing social as well as educational skills.
- 10.2** Children are involved at an appropriate level in setting targets in their PPPs and in the termly PPP review meetings. Children are encouraged to make judgements about their own performance against their PPP targets. St. Andrew's recognise success here as in any other aspect of school life.

## **11 Monitoring and evaluation**

- 11.1** The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2** The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.
- 11.3** The Governing Body and staff review this policy annually and considers any amendments in light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

## **12. Data Protection**

- 12.1 Any records relating to a child's Special Educational Needs, including any interventions or reports, will be kept securely in a file in the child's classroom or locked in the SENCo's office. They will form part of the child's record which will be sent by recorded deliver (or hand-delivered and signed for if appropriate) to their new educational setting when they move schools. Where some information is not required by the new school, the information will be retained and stored securely until the child turns 25 years old and then it will be securely destroyed.