Special Educational Needs and Disability Policy (SEND)

Standish Lower Ground St Anne's C of E Primary School

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1. Introduction

It is the right of all children to receive the best education that Standish Lower Ground St Anne's C.E. Primary School can provide. We do not discriminate against anyone, be they staff or pupils, on the grounds of their sex, race, religion, nationality, ethnicity, national origins, academic ability or disability.

2. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disability is defined as "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotion and mental health difficulties
4. Sensory and/or physical needs

As a fully inclusive school St Anne's caters for children with any or all of these kinds of Special Educational Needs.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

3. High Quality Teaching

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.We use our best endeavours to ensure that such provision is made for those who need it.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.
- The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

School leaders and teaching staff, including the SENDCO, identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

4. Identification

Class teachers and subject leaders, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement, between the teacher, SENDCO and parents, about the SEN support that is required to support the child.

5. Graduated Approach

When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This takes the form of a 4-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

5.1 Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

5.2. Plan

Where it is decided to provide a pupil with SEN support, the parents **will** be formally notified. The teacher and the SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system, including the provision maps and individual record sheets.

Individual Provision Maps will be used to record the agreed objectives for the child, along with the support that they will receive.

5.3. Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO / SEND lead will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

5.4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs.

The class or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will be provided, through meetings with the class teacher and SENDCO / SEND lead, clear information about the impact of the support and interventions provided, and involve them in planning next steps.

6. Provision

Records of details of additional or different provision made under SEND support are kept within school and reviewed regularly. IPM's set out the objectives that will be addressed and expected outcomes from the support are identified on the provision maps and these are evaluated termly to decide on next steps. This provides us with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact. Details of SEND, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach.

Provision maps are used within school as an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

The level of need will be identified through a 'Wave Approach'.

Wave 1 = Quality first teaching.
Wave 2 = More specific support is needed and the child will receive teaching that is additional to or different from the school's curriculum. This support will usually be provided in groups with children who have similar needs.
Wave 3 = More specific support is needed and the child will receive teaching that is additional to or different from the school's curriculum. This support will be 1:1 and provide more intensive support designed to meet the child SEN needs.

Additional training has been completed by staff on supporting pupils with EAL, Dyslexia and Emotional, Social Barriers to learning. Staff have also completed first aid training and use of Epipen to treat medical conditions.

7. Building adaptations / special facilities

St Anne's C.E. Primary School is built on one level with easy access for wheelchair users. The school has a disabled toilet for pupil / adult use and a multi-purpose built Hygiene Room. All external doors are wheelchair accessible.

Educational Access – Learning Support Assistants work in 1:1 and small group within the classroom areas alongside the teacher and provide extra support when and where appropriate. At St Anne's all children are given equal entitlement to learning opportunities through an inclusive approach to learning, which ensures that the children have access to all educational resources, experiences and a broad and balanced curriculum (with reasonable adjustments).

8. Involving Parents / Carers

Where a pupil is receiving SEND support, we will meet with parents at least 3 times a year (termly) to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and ourselves as the school.

We readily share information with parents regarding the provision that their children are receiving, ensuring that we provide this in a format that is accessible for the parents, for example, a note setting out the areas of discussion following a regular SEND support meeting or tracking data showing the pupil's progress together with highlighted sections of a provision map that enables parents to see the support that has been provided.

9. Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and any discussions and agreements will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support. Specialist service support can come from a wide variety of sources, including:

- Landgate outreach service
- Visual Impairment services
- TESS Team (Targeted Educational Support Service)
- TESS Team BST (Targeted Educational Support Service – Behaviour Support)
- CAMHS (Child and Adult Mental Health Service)
- Educational Psychologist
- Occupational therapists
- Physiotherapists
- Speech and Language Therapy Team

In order to secure the involvement of these specialist services, referrals are made, with the consent of the parents.

10. Education, Health and Care Plan (EHCP)

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider, in consultation with parents, requesting an Education, Health and Care needs assessment. Parents also have the right to request an EHC assessment.

When making an education, health and care assessment local authorities must consult the child and his or her parent, or the young person, and take into account their views, wishes and feelings and any information provided by them or at their request Local authorities must also gather advice from relevant professionals.

The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.

Once finalised, it is the named School and Local Authorities responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly and in consultation with parents and other professionals who may be involved.

11. Requesting a personal budget

- A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHC plan where the parent or young person is involved in securing that provision.
- Young people and parents of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHC plan.
- Personal budgets should reflect the holistic nature of an EHC plan and cover the special education, health and care services specified in the plan as appropriate.
- Parents views must be considered when deciding how the money will be spent.
- The provision to be delivered through a personal budget will be set out as part the provision specified in the EHC plan.
- The personal budget can include funding from education, health and social care.

12. Transition Arrangements

When a child moves onto the next stage of their education, or moves school at any point during their school life, planning and preparation for the transitions will take place. To support transition, the school will share information with the school or other setting the child or young person is moving to. Schools will agree with parents and pupils the information to be shared as part of this planning process.

13. Role of the SENCO

The SENDCO is Mrs Hema Fogg.

The key responsibilities of the SENDCO include:

• overseeing the day-to-day operation of the school's SEND policy
• co-ordinating provision for children with SEND
• liaising with the relevant Designated Teacher where a looked after pupil has SEND
• advising on the graduated approach to providing SEND support
• advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
• liaising with parents of pupils with SEND
• liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
• being a key point of contact with external agencies, especially the local authority and its support services
• liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
• working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
• ensuring that the school keeps the records of all pupils with SEND up to date.

ROLES AND RESPONSIBILITIES SEND GOVERNOR

The SEND Governor is Mrs K Beardsworth.

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring provision, standards and expenditure through regular reports to the Governing Body, meeting with SENDCOs, analysis of data and learning walks.

14. STORING AND MANAGING INFORMATION – Data Protection & Confidentiality

Documents are stored and managed in line with the school's information management guidelines:

- All SEND documents are stored in a locked filing cabinet
- All electronic documents are password protected
- All documents no longer required are shredded
- All documents are passed on to high schools on transition
- If a child transfers to another school, all documents are passed to the receiving school
- Record keeping procedures follow the school's confidentiality policy

Confidentiality

- We recognise that all matters relating to SEND children and child protection are confidential.
- The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only. [1]
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

15. Complaints procedure

Parents or children who are dissatisfied with any aspect of the SEND support offered should raise their concerns/issues:

- in the first instance to the SENDCO – Mrs Hema Fogg or the Headteacher (Mr P Ivory)
- if the parent is still unhappy, she / he can put her / his concern in writing to the Chairperson of the Governing Body.
- Following the Complaints Procedure, further appeal can be made to Wigan Council

16. Monitoring and review

This policy will be reviewed on an annual basis.