



'Learn to love and love to learn; in God's love each one will shine'

**St. Andrew's Church of England (VC) Primary School
Special Educational Needs and Disability (S.E.N.D.) Policy**

Rationale:

At St. Andrew's Primary School it is our vision for every child in our school to have

- * positive self-esteem through inner confidence and strength
 - * creativity of thought within a life-long passion for learning
 - * excellence, high personal achievement and the experience of success
 - * a set of values by which to live
 - * an enjoyment of childhood
- developed within a caring Christian environment.

Introduction:

The Staff and Governors of St Andrew's Church of England VC Primary School aim to tailor education to individual need, interest and aptitude so as to enable every child to fulfil their potential, whether academic, social, physical, moral or spiritual. We offer a broad and balanced curriculum, have high expectations of all children and are committed to providing high quality, inclusive, learning opportunities for all, irrespective of age, gender, race or disability and to provide opportunities for participation, enjoyment and success.

St. Andrew's C of E VC Primary School is an inclusive school that takes SEND very seriously. All our policies are interlinked and should be read and informed by all other policies. In particular, the SEND Policy is linked to Inclusion, Behaviour, Anti-bullying, Medical and Curriculum policies.

The St. Andrew's SEN information report is available on the school website and explains how we support all children and parents; it was produced in conjunction with parents and school staff. The website includes a link to Hertfordshire County Council's Local Offer for parents and children with SEN and disabilities.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of practice together with the Equality Act 2010.

Definition of SEN

The 2014 Code of practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. (2014 Code of Practice: 0 to 25 years).

SEN at St. Andrew's C of E VC Primary School

Our objectives are:

- To identify at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents

- To work with the Governing Body to enable them to fulfill their statutory monitoring role with regard to the policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Headlines from the 2014 Code of Practice. From September 2014

- Local Authority Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth -25 years.
- School Action and School Action Plus have been replaced by one school based category of Need as 'Special Educational Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those on SENS are additionally tracked by the SENCO/INCO.
- There are four broad categories of SEN:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Physical and sensory.
- We are working evermore closely with parents and children to ensure that take into account the child's own views and aspirations, as well as the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which meets their needs and enables them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children.

Identifying children at SENS (SEN Support)

Children at SENS are identified by several different routes

- The progress of every child in school is monitored daily on an informal basis; half-termly during Assessment Weeks; and at half-termly Pupil Progress meetings (Literacy and Numeracy). Where children are identified as not making progress in spite of Quality First Teaching the class teacher will discuss them on an individual basis with the INCO/ SENCO and a plan of action is agreed
- Class teachers are continually aware of children's learning. As recommended by the 2014 Code of Practice, if they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly lower than 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
- Concerned parents sometimes ask that we look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently the concern can be addressed by Quality First teaching or some additional parental support. Otherwise the child may need to be placed on the SEN register so that their learning and progress can be monitored more closely by the SENCO and, when appropriate, outside agencies can be requested to come into school to help with assessment and guidance.
- The SENCO is qualified to undertake a range of assessments with children. These can be used to add to and inform teachers' own assessments of a child. However none of the teachers in the school can offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD or another disability. The school will always support them whenever and however possible.

Working with Parents and Children: We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed as quickly as possible either at

Parents' Evenings or during an informal meeting to discuss their child's needs. With parents being part of the ongoing process they should not be surprised to learn their child is receiving extra support or on the SEN register.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term (via the IEP, Individual Education Plan).

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

Paperwork for children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- Termly, at progress meetings, an Individual Education Plan, (an IEP) is produced and/or reviewed. The plan records small but specific and challenging targets for the child to achieve in a term or part of a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- The SENCO records progress data each half term during Assessment Week to analyse progress made and actions to be taken during the following term.
- Referrals to outside agents such as Educational Psychology, Specific Learning Difficulties, Speech and language difficulties, Hearing or Visual impairment, Autistic Advisory teachers, School Nurse and Family Support Workers.

With all of the above in place and Quality First Teaching most children begin to make progress and move forward with their learning. However in a small number of cases this does not happen and we then may apply to the Local Authority for an Education and Health Care Plan.

EHC Plan (Education, Health and Care Plan)

Reasons to apply for an EHC include:

- A lifelong disability requiring constant support to learn effectively
- Achievements are so far below their peers that it is likely that the child may benefit from special school provision at some time in the future.

Children, who we think will manage in mainstream schools, albeit with support, are infrequently assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, reaching their potential. Children with SEN and disabilities, in common with all our children, are entitled to receive the best teaching possible. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence upon an adult.

The school has a range of interventions available which are listed and on our Provision Map (see Appendix 1)

When considering an intervention, we look first at the child's profile of learning to select the intervention that is best matched to the child's needs.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often critical in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCO who monitors overall progress.

- Interventions are planned in fluid blocks, with a specified ending. The children understand that they are having support for a particular area and will only have the support until the issues are sorted out.
- At the end of each block, children's progress towards targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to change it, or to allow a period of consolidation in class. The SENCO monitors the effectiveness of interventions and responds appropriately.

Adaptations to the curriculum teaching and Learning Environment

St. Andrew's C of E VC Primary school is disability friendly. The school has several ramped walkways and an easy access toilet. Handled sensitively and with reasonable adjustments, children with physical and sensory disabilities are enabled to access all areas of our school. Sometimes long term risk assessments are in place to support these. Local Authority expertise and assistance is sought and accessed as relevant and necessary.

Adaptations to the Curriculum, Teaching and Learning Environment

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice and supports all children but is vital for those with particular needs. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. Locations and foci for trips are selected with the needs of all children in mind e.g. a change in location for a residential trip in order to accommodate a child with Cystic Fibrosis.

Staff Expertise

All our teachers are trained to work with children with SEN. They have varying degrees of experience and expertise, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or Local Authority courses, provision of books or guidance towards useful websites.

Staff training is organised to anticipate and respond to need and includes training in Numicon, Makaton, Autistic Spectrum Disorders and Talk Therapy (for children who have anxieties, low self-esteem or concerns with home life.). We are able to gain additional expertise from outside agencies both through the Local Authority and independently.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we would refer them to Rivers ESC and use their assessments and guidance to support the child. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to

bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school

Moving into a new class or school involves additional challenges for pupils with SEND. We proactively and appropriately support individual children according to need to make transitions as seamless as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
 - Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
 - Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils with a statement or EHC plan are held throughout Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc. Meetings are held with secondary SENCOs or heads of year to ensure that all relevant information about children on the SEN Register is passed on to their next school.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. Their decisions and thinking are informed by the designated Governor for SEND who meets with the SENCO at least half termly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard according to the school's complaints policy and procedure.

Hertfordshire's Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Hertfordshire's Local Offer is available from the website <http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

The School's Local Offer can be found on our website at www.standrews323.herts.sch.uk and as an appendix to our Inclusion Policy.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Policy 'owned' by: Governors' School Improvement Curriculum and Ethos Committee

Policy written: Autumn 2015

To be reviewed: Autumn 2016