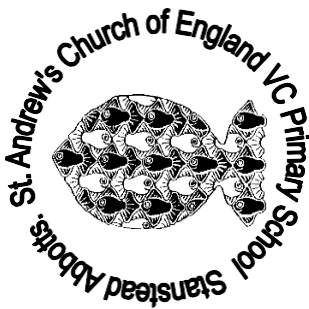




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'Learn to love and love to learn; in God's love each one will shine'

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

Rationale:

Our School Vision is led by the example of St Andrew; "Come, follow me," Jesus said, "and I will send you out to fish for people." (Matthew 4: 19)

Learn to Love- As Jesus showed Andrew how to be the very best of men, so we guide and support our children to become the best that they can be. We teach our children to care and have respect for themselves and others, physically, morally and culturally. Our curriculum is built around the fish symbol to show that the love of God and Jesus is at the very heart of all that we do.

Love to learn- Just as Jesus immediately saw the character and depth of Andrew at that first meeting on the shores of the Sea of Galilee calling him to be his disciple, so we see and encourage the strengths and interests of all our children. We help them become lifelong learners, encouraging and developing their sense of enquiry and aspiration.

In God's love each one will shine- Following Jesus' command; "Come, follow me," Jesus said, "and I will send you out to fish for people." (Matthew 4: 19) St Andrew brought people to meet, to love and to learn from Jesus. In a similar way we help our children to follow Christian values, to receive the love of God, and to shine that love to others in His grace.

Introduction

At St. Andrew's Church of England VC Primary School, we are committed to providing an inclusive education that enables every child to flourish academically, socially, emotionally, physically and spiritually. We recognise that every child is unique and that some pupils may require additional support to overcome barriers to learning and participation. We are committed to ensuring that all pupils, regardless of need or disability, are valued, included and supported to achieve their full potential.

This policy should be read alongside the school's Inclusion Policy, SEND Information Report, School Offer, Accessibility Plan and other relevant school policies.

This policy is written in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 Years (2015)
- Equality Act 2010
- Hertfordshire SEND Strategy
- Hertfordshire Ordinarily Available Provision Guidance

Definition of SEND

A child or young person has special educational needs (SEND) if they have a learning difficulty or disability

which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

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

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction- including speech, language and communication needs and autism.
- Cognition and Learning- including specific learning difficulties and general learning difficulties.
- Social, Emotional and Mental Health (SEMH)- including difficulties with emotional regulation, anxiety, attachment and behaviour.
- Sensory and/or Physical Needs- including visual, hearing, physical and sensory processing difficulties.

Some pupils may have a disability under the Equality Act 2010 without having special educational needs.

Equality and Reasonable Adjustments

The school is committed to fulfilling its duties under the Equality Act 2010. We will make reasonable adjustments to policies, procedures, teaching approaches and the physical environment to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers.

Reasonable adjustments may include:

- adaptations to teaching and learning
- specialist equipment
- environmental modifications
- access arrangements
- alternative communication methods
- adjustments to routines where appropriate

Further information can be found within the school's Accessibility Plan.

Aims

The aims of this policy are to:

- identify barriers to learning at the earliest opportunity
- ensure pupils with SEND achieve the best possible outcomes
- promote high expectations for all pupils
- enable all children to participate fully in school life
- work in partnership with parents, carers and external professionals
- ensure pupils' views, wishes and feelings are considered
- promote independence, resilience and self-confidence
- ensure resources are deployed effectively to meet identified needs
- fulfil statutory responsibilities relating to SEND
- Ordinarily Available Provision

St. Andrew's Church of England VC Primary School is committed to delivering Hertfordshire's Ordinarily Available Provision (OAP). Ordinarily Available Provision refers to the high-quality, inclusive and adaptive teaching, pastoral support, environmental adjustments and reasonable adjustments that should be available to all pupils as part of everyday classroom practice. Before a pupil is identified as requiring SEN Support, the school will ensure that appropriate Ordinarily Available Provision has been implemented, monitored and reviewed. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where support is delivered by teaching assistants or specialist staff.

Understanding Barriers to Learning

Pupils with SEND may experience barriers that affect their ability to access learning, participate in school life and achieve positive outcomes.

These barriers may include difficulties with:

- communication and language
- attention and concentration
- working memory
- social interaction
- emotional regulation
- executive functioning
- sensory processing
- physical access
- organisation and independence
- attendance linked to anxiety, health or disability

Staff seek to understand the underlying barriers to learning rather than focusing solely on attainment or behaviour. Support is planned to reduce barriers, improve participation and promote independence.

Identifying SEND

The identification of SEND forms part of the school's ongoing approach to monitoring the progress and development of all pupils.

A pupil may be identified through:

- ongoing teacher assessment
- pupil progress meetings
- observations
- discussions with parents and pupils
- information from previous settings
- advice from external professionals

The school recognises that slow progress and low attainment do not automatically indicate SEND. Equally, attainment in line with age-related expectations does not necessarily mean that SEND is absent.

Responding to Concerns

Where concerns arise regarding a pupil's progress, development or wellbeing:

1. The class teacher reviews assessment information and current provision.
2. Appropriate Ordinarily Available Provision is implemented and monitored.
3. The class teacher consults parents, the pupil and the SENCO.
4. Additional assessment may be undertaken where required.
5. Where SEND is identified, support is planned through the Assess–Plan–Do–Review cycle.
6. Progress is reviewed at least termly.
7. External specialist advice may be sought where appropriate.
8. Consideration may be given to requesting an Education, Health and Care Needs Assessment where needs remain significant despite sustained support.

The Graduated Approach

The school follows the graduated approach outlined within the SEND Code of Practice.

Assess

Information is gathered through assessment, observation, parent views, pupil voice and professional advice.

Plan

Outcomes, provision, responsibilities and review arrangements are agreed with parents and, where appropriate, the pupil.

Do

The agreed support is implemented. The class teacher remains responsible for the pupil's progress and attainment.

Review

Progress towards agreed outcomes is evaluated and provision adjusted as required.

This cycle is reviewed at least termly.

Working in Partnership with Parents and Pupils

We recognise that parents know their children best and value their contribution to decision-making. Parents are informed whenever SEND concerns arise and are involved throughout the Assess–Plan–Do–Review process.

The views, wishes and feelings of pupils are sought and considered when identifying needs, planning support and reviewing progress. Pupils are supported to contribute in ways appropriate to their age, understanding and communication needs.

SEN Support, EHCPs and Funding

Where a pupil requires provision that is additional to or different from that ordinarily available, they may receive SEN Support.

For a small number of pupils with complex and long-term needs, the school may seek advice from external agencies and, where appropriate, request an Education, Health and Care Needs Assessment (EHCNA). An Education, Health and Care Plan (EHCP) is a legal document which sets out a child's special educational needs and the provision required to meet those needs.

Where a pupil requires provision beyond that which can reasonably be delivered through the school's delegated resources and Hertfordshire's Ordinarily Available Provision, the school may seek additional support through local funding mechanisms, including Focused Intervention Funding (FIF), where appropriate.

Teaching and Learning

High-quality, inclusive and adaptive teaching is the first response to SEND. The school aims to ensure that pupils with SEND:

- access a broad and balanced curriculum
- learn alongside their peers wherever possible
- receive appropriate support and challenge
- develop independence and confidence
- achieve the best possible outcomes

Additional interventions may be implemented where assessment identifies a specific need. Interventions are monitored and reviewed regularly to ensure they are effective and promote progress.

Promoting Independence

The purpose of SEND provision is not solely to provide support but to develop independence, resilience, self-advocacy and confidence. Staff seek to reduce reliance on adult support wherever possible and equip pupils with strategies that enable them to access learning successfully now and in the future.

Attendance and Disadvantage

The school recognises that some pupils with SEND may face additional barriers to attendance, including anxiety, medical needs, sensory differences and difficulties with emotional regulation. Attendance concerns will always be considered within the context of a pupil's individual needs.

Some pupils may experience multiple forms of disadvantage. Pupils with SEND who are also eligible for Pupil Premium funding may face additional barriers to achievement. The school monitors the attendance, participation, progress and wider outcomes of disadvantaged pupils with SEND to ensure support is appropriately targeted and effective.

Working with External Agencies

The school works collaboratively with a range of education, health and social care professionals to support pupils with SEND. Recommendations from external professionals are incorporated into planning and provision where appropriate and are shared with relevant staff and parents.

Supporting Pupils with Medical Conditions

The school recognises that pupils with medical conditions may require additional support to access education. Where required, Individual Healthcare Plans are developed and implemented in partnership with parents and relevant healthcare professionals.

Further information can be found in the Supporting Pupils with Medical Needs Policy.

Transitions

The school recognises that transition can be a particularly vulnerable time for pupils with SEND. Appropriate transition arrangements are planned according to individual need and may include enhanced visits, additional meetings and the sharing of information with receiving settings.

Roles and Responsibilities

The SENCO

The SENCO is responsible for:

- overseeing the day-to-day operation of SEND provision
- coordinating support for pupils with SEND
- advising staff on the graduated approach
- liaising with parents and external agencies
- supporting staff development
- maintaining the SEND register
- contributing to strategic development of SEND provision
- ensuring statutory requirements are met

Governing Body

The Governing Body is responsible for ensuring that the school fulfils its statutory duties relating to SEND and monitors the effectiveness of SEND provision.

Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- pupil progress and attainment
- attendance information
- provision reviews
- intervention evaluations
- pupil voice
- parental feedback
- annual reviews
- governor monitoring

The Governing Body receives regular updates regarding SEND provision and outcomes.

Complaints

The school works in partnership with parents to resolve concerns at the earliest opportunity. Complaints relating to SEND will be considered in accordance with the school's Complaints Policy. Parents may also seek independent advice through Hertfordshire SENDIASS (<https://www.hertssendiass.org.uk/home.aspx>)

Further Information

Further information can be found in:

- The SEND Information Report
- The School Offer
- Hertfordshire Local Offer
- The Inclusion Policy
- The Accessibility Plan

Review Arrangements

This policy will be reviewed annually, or sooner if required by changes in legislation or guidance.

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