

St Laurence C of E (A) Primary School



Special Educational Needs & Disability (SEND) Policy

1. Introduction

The whole team at St Laurence School are committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Aims and objectives of this policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties

2. Admission arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

3. Responsibilities

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCO who has Qualified Teacher Status & NASENCO (National Award for Special Educational Needs Co-ordination). All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Teaching Assistants (TA's) play a major role in the support of pupils with SEND. The rationale for the deployment of TA's is pupil centred.

SENCO responsibilities:

- overseeing the day-day operation of this policy and reporting to the Head Teacher;
- co-ordinating provision for children with special educational needs;
- liaising with and advising teachers;
- managing learning support assistants;
- overseeing the records on all children with SEND;
- liaising with parents of children with SEND (in conjunction with class teachers);
- assisting with the completion and updating of Pupil Profiles;
- completing EHCP annual review forms and SEND, with any supporting documentation, to the Local Authority (LA);
- contributing to the in-service training of staff;
- liaising with external agencies including the LA support services, health and social services, and voluntary bodies;
- liaising with teachers from next educational phase;
- working with the Head Teacher to procure new SEND resources, ensuring resources are accessible to staff and providing staff training for use of new resources;
- to contribute to an annual review of SEND policy and practice.

Staff responsibilities:

- all school staff have a responsibility for pupils with SEND in their class;
- staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP);
- to ensure a positive and sensitive attitude is shown towards all pupils by adults in school;
- to ensure quality teaching with differentiation and personalisation to meet need;
- to deploy teacher and TA time effectively to support of pupils with SEND.

4. Co-ordinating and managing provision

- The Head Teacher and SENCO meet frequently to discuss SEND issues.
- The SENCO meets with Class Teachers to give support and advice.
- SEND policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of children with SEND.
- Special Needs Provision is an integral part of the School Development Plan (SDP).
- The SENCO, over sees the provision using provision mapping.
- The SENCO meets with the Class Teachers to monitor progress and discuss the deployment of the TA's in their class
- TA placement may change as the needs of the children change.
- Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child wherever possible.
- The SENCO also liaises with parents and pupils with statements or EHCPs, ensuring that they have an annual review.
- The school will admit a child with a statement or EHCP subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

5. Allocation of resources

All schools in Oxfordshire receive funding for pupils with SEND in three main ways:

- the base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCO;
- the notional SEND budget (element 2 funding) covers the additional educational support required;
- specific funds may be allocated to pupils with statements or EHCPs.

St Laurence, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND. St Laurence provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The LA may provide top-up funding.

6. Special provision

The school has the following special facilities:

- wheelchair access throughout the building;
- disabled toilets with hand rails;
- all mainstream classrooms are carpeted;
- blinds and curtains in classrooms to reduce glare (Important for lip-reading);
- individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

7. Identification and assessment

The progress of the children is assessed at regular intervals by staff as part of the schools tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and attainment do not necessarily mean that a child has SEND. All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Head Teacher and SENCO consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed necessary, this will be carried out by the SENCO and Class Teacher, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. St Laurence recognises that parents know their children best and we ensure that we listen to and understand when parents' express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress, attainment and views and wishes of their parents.

When a child is identified as needing SEND support, school employ a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DFE 2014). The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record keeping. A register of pupils with SEND is kept as a legal requirement.

Criteria for identifying SEN may include:

- a child's early history and/or parental concern;
- low entry profile;
- low foundation Stage profile;
- a pupil's lack of progress despite receiving a differentiated curriculum;
- low achievement in the National Curriculum i.e. significantly below age expected outcomes for their age;
- requiring greater attention in class due to behavioural/learning difficulties;
- requiring specialist material/equipment or support for sensory/physical problems;

The SENCO and the Class Teacher, together with specialists, and involving the pupils and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the LA. The LA will expect to see evidence of the action taken by the school as part of SEND support.

Reviews of children with SEND support are held each term and led by the Class Teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

8. Provision

Provision for children with SEND is additional to or different from that provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEND Pupil Profile.

9. Categories of Special Educational Need

We will identify and meet pupils' needs as early as possible and our response will be graduated. There are four areas of need as stated in the SEND Code of Practice 2014:

Areas of need	Indicators
Communication and interaction	Speech, language and communication needs. Autistic Spectrum Disorder including Aspergers and Autism
Cognition and learning	Learning difficulties, specific learning difficulties e.g. dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health issues	Behaviour reflecting underlying mental health difficulties. (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder,
Sensory and/or physical	Hearing impairment, visual impairment., physical disability, multi-sensory impairment

10. Supporting pupils with medical conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a coordinated way with the health care plan. St Laurence has regard for the statutory guidance Supporting Pupils at School with Medical Conditions 2014.

11. Curriculum access and provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Differentiation may use:

- scaffolds;
- prompts;
- guides;
- multi-sensory resources;
- adult support.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map gives an over-view of our response to individuals need. Each pupil will have a Pupil Profile to record the provision in place and reviews of the provision.

The range of provision may include:

- in class support for small groups with an additional teacher or TA;
- small group withdrawal with TA;
- individual class support / individual withdrawal;
- further differentiation of resources;
- Pupil Profile review and target setting meetings;
- provision of alternative learning materials/ special equipment;
- group support;
- provision of additional adult time in devising interventions and monitoring their effectiveness;
- staff development/training to undertake more effective strategies;
- access to specialist teaching and educational psychology services or other support services for advice on strategies, equipment, or staff training.

12. Children with a SEND are encouraged to engage in activities with children who do not have a SEND

Staff at St Laurence use their best endeavours to ensure that all pupils engage in activities alongside their peers. All clubs, trips and activities offered to pupils are available to pupils with SEND. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. Careful planning of activities with particular thought to the effective use of adult support is very important in ensuring inclusivity.

13. Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. Class Teachers update the SENCO every term with regard to amount of progress being made. The SENCO studies these and if required discusses, with the teacher, what adjustments to targets and provision might be required. Parents will be asked for their input each time a review takes place.

Adequate progress is that which:

- narrows the attainment gap between pupil and peers;
- prevents the attainment gap widening;
- is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- equals or improves upon the pupil's previous rate of progress;
- ensures full curricular access;
- shows an improvement in self-help and social or personal skills;
- shows improvements in the pupil's behaviour.

14. Record keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. Class Teachers will receive information about the SEND register, Provision map and Pupil Profiles. Parents will receive Pupil Profiles and be involved in the content of these. In addition to the usual school records, the Pupil's Profile will include:

- information from parents;
- information on progress and behaviour;
- pupil's own perceptions of difficulties;
- information from health/social services;
- information from other agencies.

15. Targets and individual plans

Pupils on our SEND register will have a Pupil Profile setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

Strategies for pupils' progress will be recorded in the Pupil Profile containing information on:

- short-term targets;
- teaching strategies;
- provision made;
- date for review;
- success and/or exit criteria;
- the outcomes recorded at review.

The Pupil Profile will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Pupil Profile will be created through discussion with both the pupil and the parent/carer and reviewed termly, with the inclusion of parents, carers and pupils' views.

15. Further intervention

Further intervention will usually be triggered when, despite receiving differentiated teaching and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period;
- continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age;
- continues to experience difficulty in developing literacy/numeracy skills;
- has emotional problems that substantially impede their learning;
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The Pupil Profile will be updated and may incorporate specialist strategies. These may be implemented by specialists or by the Class Teacher and involve other adults.

16. Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention of SEND support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- records from past interventions;
- current and past Pupil Profiles;
- records and outcomes of regular reviews undertaken;
- information on the pupil's health and relevant medical history;
- academic progress data;
- other relevant assessments from specialists such as support teachers and educational psychologists;
- the views of parents;
- where possible, the views of the pupil;
- social care/educational welfare service reports;
- any other involvement by professionals.

17. Education, Care and Health Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- matched to the longer-term objectives set in the EHCP;
- of shorter term;
- established through parental/pupil consultation;
- set out in the Pupil Profile;
- implemented in the classroom;
- delivered by the class teacher with appropriate additional support where specified.

18. Review of an EHCP

EHCPs must be reviewed annually.

The LA will inform the Head Teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- the pupil's parent;
- the pupil if appropriate;
- the relevant teacher;
- a representative of the SEND Inclusion and Assessment Team;
- any other person the SENCO or parent/carer considers appropriate eg the educational psychologist, teacher from receiving school if a transition is planned.

The aim of the review will be to:

- assess the pupil's progress in relation to the objectives on the EHCP;
- review the provision made to meet the pupil's need as identified in the EHCP;
- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
- if appropriate to set new objectives for the coming year.

The SENCO will complete an annual review form for each EHCP and send it to the LA with any supporting documentation. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

19. Partnership with parents/carers

The school aims to work in partnership with parents and carers we do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision;
- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- ensuring all parents and carers have appropriate communication aids and access arrangements;
- providing all information in an accessible way;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for the child;
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

20. Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning;
- identify their own needs;
- share in individual target setting across the curriculum;
- self-review their progress and set new targets.

In addition, pupils who are identified as having SEND are invited to participate in:

- Pupil Profile review and setting of individual targets;
- regular meetings with named adults;
- where appropriate, working with learning mentors;
- annual reviews.

21. Arrangements for supporting children moving between phases of education

- Children identified as having SEND in their nursery or pre-school settings are invited to meet with the Class Teacher in order to support a smooth transition. Parents of these children are invited to meet with the SENCO before they begin in Reception and have the opportunity to visit their new class at the end of the summer term prior to September entry.
- All pupils entering the school at another point will have a meeting with the Head Teacher and SENCO prior to starting in order to prepare for school entry.
- All children moving year group have the opportunity to visit their new classes for a morning and spend time with their new class teacher on 'moving up' day. This enables them to feel prepared and secure for the next phase of their education. Class Teachers are given dedicated time to discuss 'handover' and there are opportunities for parents of children with SEND to meet new teachers beforehand.
- All children with an EHCP receive an annual review, which the current class teacher and new class teacher attend.
- Children with an EHCP in Year 5 have an early annual review in the summer term and a transition plan is given to the LA. This transition plan details parental choice for secondary school and outlines the support and provision that is in place for the pupil. This will help to ensure a smooth transition into secondary education and help the child and family to feel involved and prepared for secondary school application.
- Upon confirmation of a secondary school placement in Year 6, the SENCO arranges handover meetings with the secondary school SENCO. Parents are kept updated and informed throughout the process.

22. Links with other services

We have developed strong links with our Local Authority team and we are able to access:

- Speech and Language Therapy Services
- Occupational Therapy Services
- Communication and Interaction service
- Education Psychologist

We use these services to support individual children and to provide training for our staff and to use their resources and packages to enrich the curriculum for all pupils. Our approach, as far as possible, is to empower our staff and not to solely export out SEND provision.

23. Complaints

Complaints relating to the assessment of children for inclusion on the Special Educational Needs & Disabilities (SEND) register should be directed to the Local Authority.

Complaints relating to the school's provision of support for children already on the SEND register will be jointly investigated by the SEND coordinator and the Headteacher. If the complaint is about the SEND coordinator, then the complaint is investigated by the Headteacher and the SEND governor. Appeals against the outcome of any investigation will be handled as previously laid out. (Please see our separate Complaints Policy)

24. Monitoring of the SEND Policy

The school considers the SEND Policy document to be of paramount importance and review of SEND processes, issues, pupil progress etc is a standing agenda item on all Senior Leadership Team and staff meetings. The effectiveness of intervention will be analysed. The outcomes of this review are used to inform the School Development Plan. Staff SEND skills development and training will be discussed in staff Performance Review meetings.

Policy Review Information

Signed..... Headteacher

Signed..... Chair of Governors

Date: Review November 2020