

St George's CE cont Primary School
Policy for Special Educational Needs

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SENCO is Deputy Headteacher

SEN Governor: Mrs J Clamp

This policy was developed after consultation with staff and governors, the SLT, and in the spirit of current reform, all parents of pupils with SEND. It is available on the school website or on hard copy. It reflects the SEND Code of Practice, 0-25 guidance.

1. AIMS:

St George's is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We aim to raise the aspirations and expectations for all pupils with SEN by focusing on outcomes not just hours of provision/support.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St George's is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to one of four broad areas of need:

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and/or physical

Or may relate to factors which are NOT SEN but may impact on progress and attainment (see section 3)

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At St George's School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We are keen to raise the aspirations and expectations for all pupils with SEND and therefore we focus on outcomes for children, not just hours of provision or support.

EVERY TEACHER AT ST GEORGE'S IS A TEACHER OF EVERY CHILD, INCLUDING THOSE WITH SEND.

St George's sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

2. Objectives

- a) To ensure the SEN and Disability Act and SEND Code of Practice 2014 are implemented effectively across the school.
- b) To identify and provide for pupils who have special educational needs and additional needs.
- c) To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- d) To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate.

(*Except where disapplication, arising from an ECHP occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

- e) To operate a "whole pupil, whole school approach" to the management and provision of support for SEN which enables children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- f) To involve parents/carers at every stage in plans to meet their child's additional needs.
- g) To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- h) To provide support and advice for all staff working with special educational needs pupils.

3. Identifying Special Educational Needs

The school uses the definitions of SEND as suggested in the Code of Practice:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- A child or 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

There are four broad categories of need:

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action we needs to take, not to fit a pupil into a category. At St George's we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child or young person.

We may also consider other factors which could impact on progress and attainment Eg.

- ❖ Disability
- ❖ Attendance and Punctuality
- ❖ Health and Welfare
- ❖ EAL
- ❖ Pupil Premium
- ❖ Being a Looked After Child
- ❖ Being the child of a Serviceman/woman

4. A Graduated Approach to SEN Support (also see SEN Support Arrangements: Appendix 2)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupil who have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching, which when differentiated for

individuals is the first step in responding to pupils with SEN. All teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The school uses the definition of adequate progress suggested in the Code of Practice, which suggests that pupils are only identified as SEN if they do not make adequate progress once they have received interventions/adjustments and good quality personalised teaching. At St George's, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, and where necessary, improve teacher's understanding of strategies to identify and support vulnerable pupils.

The teacher and SENCO decide whether to make special educational provision by considering all of the information gathered in school about the pupil's progress, alongside national data and expectations of progress (also see SEN Support Arrangements). This includes high quality formative assessment and effective early assessment.

For higher levels of need, we draw on more specialised assessments (where appropriate) from external agencies and professionals eg.

1. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy
8. Educational Psychology
9. Social Services

We use a four step cycle to assess, plan, target provision and review.

5.Managing Pupils Needs on the SEN Register

1. The SENCO is available to meet with each class teacher to discuss additional

needs concerns and to help review IEPs.

2. At other times, the SENCO will be alerted to newly arising concerns through the initial concerns form.
3. The SENCO will discuss issues arising from these forms with the class teacher.
4. Where necessary, reviews will be held more frequently than once a term for some children.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles, personalised interventions.
6. The SENCO monitors planning for SEN across the curriculum.
7. The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
8. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed regularly, by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LEA.
9. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

There are no special educational needs classes or groups at St George's School.

All of the staff have been trained in physical intervention.

A number of staff have been involved in professional development to support children on the dyslexic spectrum.

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO or Headteacher, and referrals will be made as appropriate.

Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCO or Headteacher if there is a concern they would like discussed.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

6. Criteria for exiting the SEN register/record

(See Appendix 1)

7. Supporting pupils and families

Staff and parents/carers work together to support pupils identified as having additional needs - leading to a more collaborative and creative problem-solving approach.

We aim to meet parents at least three times a year and involve them at all stages of the education planning process. Appointments will be made by the class teacher to meet parents/ carers whose children are being recorded as having additional needs and the SENCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions

as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews are copied and sent to parents/carers after meetings.

Any parents/carers who cannot attend an IEP meeting have a copy of their child's new IEP sent to them.

Ideas and materials for supporting learning at home are discussed with parents/carers and distributed on request.

Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home ensures that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

In line with current LEA policy a place at St George's is available to a child with SEN provided that:

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school.
- c) other pupils will not be disadvantaged.
- d) resources will be used efficiently.

St George's has a duty under the Special Educational Needs and Disability Act 2001 Part 4 not to discriminate against a disabled child:

- **in the arrangements that they make for determining admission of pupils to the school.** This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- **in the terms on which the responsible body offers pupils admission to the school**
- **by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.**

(Disability Rights Commission: Code of Practice for Schools 2002)

Prior to starting school, parents/carers of children with a Statement of SEN/ECHP or a plan pending will be invited to discuss the provision that can be made to meet their identified needs.

A small number of pupils may need additional arrangements so they can take part in the key stage 2 tests. The headteacher and teachers will consider access arrangements before they administer the tests. These could include using a reader or scribe or applying for additional time.

Access arrangements are based primarily on normal classroom practice for pupils with particular needs. Guidance may be sought from the NCA.

In rare circumstances, some pupils may not be able to access the tests, despite the provision of the additional arrangements. Guidance may be sought from NCA.

Links with other schools/Transfer arrangements

Reception staff meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Year 6 staff meet with partner secondary schools prior to the pupils moving on to Year 7. Children with additional needs will be highlighted at these meetings so that the secondary school SENCO can meet the pupils and/or parents/carers if appropriate.

8. Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The schools policy for managing medical conditions of pupils is available on request.

10. Monitoring and evaluation of SEND

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the classteacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the IEP reviews
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress
- successful requests for additional funding at statement and ESAP levels

Every term, the SENCO and SLT analyse the data for all pupils. They are also reviewed at the end of every year and Key Stage and Y2, Y4 and Y6, and compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision maps. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2,
- A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors Annual Report.

The SENCO provides information to the governing body as to the numbers of pupils receiving special educational provision through SEN Support and Statements/ECHPs, as well as any pupils for whom a Statutory Assessment has been requested. The Head reports on any whole school developments in relation to inclusion, at the same time, and ensures that governors are kept up to date with any legislative or local policy changes.

The SENCO meets with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor leads governor monitoring of the SEN policy.

Whole school monitoring and evaluation procedures include sampling of work and observations. Outcomes pertinent to SEN provision and planning are taken forward by the whole staff and used to build upon successful practice.

Evaluating the success of the SEN Policy

The success of the policy will result in the needs of all children with SEN being met by:

- having the systems in place to identify children with SEN as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEN .
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.

See Appendix 2 for SEND Self evaluation

11. Staff Training and INSET

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND

11. Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCO)

Melanie Machell and the SLT is responsible for the arrangements for SEN provision throughout the school. She receives a Teaching & Learning Responsibility Allowance for this. The post is full-time. As SENCO, Mrs Machell

- has responsibility for the day to day operation of the SEN policy.
- maintains a register of children with SEN, and ensures that the records on children with SEN are up-to-date.
- works closely with the Headteacher, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEN children.
- manages any Teaching Assistants employed to work with individual children with SEN throughout the school.
- liaises with the staff in school
- works closely with the parents of children with SEN.

- liaises with outside agencies to gain advice and support for children with SEN.
- contributes to in-service training for staff on SEN issues.

The SEN Governor

Jane Clamp is the current Governor with responsibility for SEN at St George's. She has regular contact with the SENCO and the Senior Management of the school to keep up-to-date with, and monitor the school's SEN provision.

All teacher assistants have a role in supporting SEND pupils and are line managed by the class teacher initially and the SENCO when appropriate.

Designated Teacher with specific safeguarding responsibility is Sue Brindley (Headteacher) and in her absence, Melanie Machell (SENCO/Deputy Headeacher)

Member of staff responsible for managing LAC funding: Headteacher

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Headteacher

13. Storing and managing information

Information is kept by the class teacher, the SENCO and in personal files. Confidential information is secured in a locked cupboard. Detail here how documents are stored. Information is transferred to the receiving teacher as the child moves through the school and to secondary schools. Other records are stored securely and destroyed in line with policy.

14. Reviewing the policy

The SEND policy is reviewed annually by the SENCO.

15. Accessibility

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

We use comic sans as our first choice of letter font at a size of at least 12 wherever possible.

We use coloured backgrounds on our interactive whiteboards when possible and write lines in alternate colours.

Some children use coloured worksheets and overlays.

St George's uses a range of assessment procedures within lessons (such as role-play and drama, photographs, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Access to learning and the curriculum

The school ensures that all children have access to a balanced curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs.

Learning opportunities are interesting, rewarding and effectively differentiated and the teaching styles are diverse.

Staff work in a way to avoid the isolation of the children they are supporting, and encourage collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

Differentiation takes a variety of forms within teacher planning. Learning intentions are made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty may access the curriculum through specialist resources such as ICT where this is appropriate.

The school ensures that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Access to the Environment

St George's CE Primary School is a single site school, with Upper and Lower blocks joined by the top playground. The school is built on two levels with stairs from ground floor to first floor in the upper block. Entrance to the building is through the front gate, which is level and therefore suitable for wheelchair access. Classrooms in the bottom block are accessed by the entrance hall from which there is also wheelchair access.

We have made sure that there are good lighting arrangements and our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, quiet areas).

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Disability equality and trips or out of school activities

St George's tries to make all trips inclusive by planning in advance and using accessible places. We aim to provide additional TA support for individual children as required.

All children are welcome at our afterschool activities.

Access to information

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form eg. by reading aloud, overhead projections and use of diagrams and pictures.

Information about the school is available to all on the school's own website. Parents/Carers can contact the class teacher, SENCO or Headteacher through the school office.

16. Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a

formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

17. Bullying

Terminology, imagery and disability equality

The school's anti-bullying policy is available on request and on the school's website.

St George's is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues. Vulnerable children have access and support from initiatives such as positive play and/or 'Friendship Club'.

Listening to disabled pupils and those identified with additional needs

St George's encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity. The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective

Inclusion Principles

Staff at St George's Primary School value pupils of different abilities and support inclusion.

Within the school, staff and pupils are constantly involved in the best ways to support all pupils' needs within the school.

Within each class, teaching and learning styles and organisation are flexible to ensure effective learning. Grouping to support children identified with additional needs is part of this process.

Pupils with social/emotional/mental health difficulties will have an MEP (multi element plan) written by the class teacher with support from the SENCO and the LEA behavior support service if appropriate.

If the child's learning or the learning of others is interfered with due to behavioural difficulties, the pupil may be removed from the classroom, but will be returned as soon as possible.(Please see physical restraint policy).

18:Appendices

APPENDIX 1

SEN Support - Entrance and Exit Criteria

The Graduated Approach

Where a pupil is identified as having SEN, Staff at St George's will take action to remove barriers to learning and put effective special educational provision in place.

This SEN support takes the form of a **four-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**.

Class teachers are responsible and accountable for the progress and development of the pupils in their class.

Analysis of Need

In identifying a child as needing SEN support the class teacher, working with the SENCO, will establish a clear analysis of the pupil's needs.

This will draw on:

- ❖ teacher's assessment and experience of the pupil, information pupil progress, attainment, and behaviour.
- ❖ individual's development in comparison to their peers, the views and experience of

parents,

- ❖ the child's own views
- ❖ and, if relevant, advice from external support services.

Assessment in its broadest sense may include the following:

Baseline assessment results

Progress measured against objectives

Progress measured against peers within school, locally and/or nationally

Progress measured against P level descriptors

Standardised screening and assessment tests

Checklists

Profiling tools e.g. for behaviour, SLCN

Observations

Questionnaires for parents and/or pupils

Screening assessments e.g. dyslexia

Specialist assessments e.g. SLT, EP etc

Identified provision from another school or LEA

Planning Provision

1. High Quality Teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN.

2. Targeted Provision

Teacher and SENCO will agree in consultation with the parent and the pupil where appropriate, 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.

Pupils are only identified as SEN if they do not make adequate progress once they have had appropriate adjustments and good quality personalised teaching.

3.Planning Provision

Staff read and understand any ECH plan and/or any specialist reports

Range of strategies and approaches are used to support class differentiation

Outcomes are planned

Additional training is arranged where appropriate

Class teacher monitors progress towards outcomes regularly, adjusting planning where necessary

SENCO monitors progress termly

For ECHPs SENCO monitors progress termly with all relevant staff, parents and pupils

4. Review

Evidence for Review

(i) Achievement

- Assessment through use of: -Observation -Work scrutiny - APP or similar
- Tests, where appropriate
- Predicted grades / NC / P level they can achieve independently and consistently
- Pupils, parents, staff views

(ii) Targeted Provision

- Have they achieved progress?
- What is the evidence?
- Is the class teacher monitoring the pupil within targeted provision?
- Has there been a generalisation of skills transferring back into class work?
- Is the pupil developing independence?
- Are additional adults being used effectively?

- What are the views of support staff, parents, child?
- Is there now a renewed view of pupil's needs?
- Do we need the support of external specialists?
- Are we supporting parents in understanding the difference they can make in supporting their child's learning at home?
- **Does the pupil still require SEN Support?**

The 'local offer' in our own area should have been exhausted and a 'graduated approach' been used before a request for a statutory assessment is made.

The LEA is responsible for carrying out a statutory assessment of a child or young person with SEN under the C & F Act 2014 if:

The child or young person has or may have SEN - any child or young person on the school SEN register has already been identified and accepted as having SEN it may be necessary for special educational provision to be made for them in accordance with an ECH plan.

APPENDIX 2:

Extract from DSEN Self – Evaluation Summary

Teaching DSEN pupils

Specific targeted work is effectively planned for groups of pupils who are identified as making slow progress.

This is monitored for impact termly and yearly by all teaching staff, SENCO, Senior Management Team and Headteacher

All pupils identified as below expected levels receive additional provision (see provision maps).

All teaching staff track and review pupil progress at least three times a year in reading, writing and maths.

IEPs are written and reviewed termly, discussed with parents and TAs and regularly monitored by the SENCO

The SENCO regularly holds meetings with staff to discuss progression of SEN pupils and to identify next steps.

Teaching assistants have received training from SSEN and the SENCO and

support is used in a flexible way to respond to the needs of individuals and groups of children. There is a clear understanding between teacher and additional adult of the learning needs of children.

A positive play programme has been established to address the needs of children with behavioural, social and emotional difficulties.

This are monitored by the SENCO.

'Speech Link' has been purchased and used by class teachers to identify difficulties in speech and language and individual programmes established.

Planning is monitored and books scrutinised by the SENCO for differentiation, achievement, expectations and use of adults. Exemplar MTPs have been circulated to staff.

Provision maps have been reviewed, revised and improved and time allocated to every SEND pupil is now also monitored, ensuring provision is well matched to need.

Curriculum walks are established to monitor teaching standards, use of resources, learning environment and differentiation.

The SENCO works closely with the SEND governor.

Work is marked according to learning objectives and children's targets.

All children are aware of their individual targets and next steps to improve their work

Strengths

High levels of engagement and commitment from teachers and other adults

Good awareness of pupil's progress, attainment and individual needs

Effective additional provision is well established

Behaviour and Safety of DSEN pupils

Positive play programme for pupils identified with Behavioural, Social and Emotional difficulties.

Social Stories, behaviour management strategies and MEPs support pupils.

'Talk Time' is available for some pupils

Strengths

Behaviour of pupils with DSEN is no different to non-SEND pupils. SEND pupils behave well in the classroom and outside lessons. Any child with BESD receives additional support and this is monitored by the SENCO and recorded on provision maps.

Leadership and management of pupils with DSEN

DSEN data is analysed robustly and used to identify areas of need.

This is shared with staff.

The SENCO liaises with a wide range of external professionals in order to improve the provision for children with DSEN eg SSEN, Educational Psychology, Behaviour Support, Health, Clinical Psychology, Occupational Therapist, Speech and language Therapist etc

The SENCO collects hard and soft data for SEN pupils. Case studies are kept for vulnerable children.

All staff now complete detailed provision maps identifying any of their pupils who are under achieving. In consultation with the SENCO additional provision is provided where necessary. This ensures that intervention programmes are timely and appropriate.

Pupil progress meetings hold staff to account for the progress of their DSEN pupils.

Curriculum walks are undertaken

Joint observations by headteacher and SLT are made

Teachers and TAs are committed to CPD:

Social Stories, P Scale levelling and Moderation, Understanding dyscalculia, Understanding Dyslexia, Language and Communication, Behaviour Management

Overall Effectiveness

The SENCO and Senior Leaders have established a consistent and synchronised cycle of monitoring and evaluation which gives pupils with DSEN a rhythm and a structure. The cycle is focused on pupils with DSEN achieving the highest possible outcomes and making good progress. Outcomes of assessment, monitoring and analysis are used to challenge the pupils and ourselves. The SENCO has established robust systems for monitoring and evaluation so that she knows what works well and what can be improved further. The way that this information is used to modify provision makes a positive contribution to narrowing the attainment gap for those pupils with DSEN and pupils receiving Pupil Premium. The school's approach to monitoring and evaluation involves everyone.

Monitoring and evaluation is a [continuous process](#) that is carefully planned through a calendar of activities. It works at three interrelated levels:

1.Strategic

The cycle begins in July with a summer of analysis by everyone. Senior leaders, SENCO and

teachers analyse different elements of data and monitoring information.

At the beginning of September an SEN action plan is drawn up, priorities are established and resources are allocated.

2. Teaching and learning

A schedule of monitoring and evaluation activities includes lesson observations, work scrutiny, reviewing teachers' planning and analysis of pupils' assessment data.

3. Pupils

Assessment weeks take place in October, February and May, when outcomes are moderated and entered on the school's data tracker. Teachers, Senior Leaders and the SENCO identify individuals and groups of pupils who are under-achieving, and agree actions to ensure that they make the progress they should. All these various activities are synchronised throughout the year. This keeps the cycle moving

APPENDIX 3: SEN Information Report, also available on the school website

SEN Information Report

St George's is a mainstream school with no separate special provision - children with special educational needs or disability are taught in mainstream classes. We are an inclusive school and welcome all children. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. The school ensures that the curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

The SEN Coordinator is Mrs Melanie Machell, and as a member of the SMT, reports regularly to the management team and headteacher.

The SEN Governor is Mrs Jane Clamp

Our SEND Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate.

(*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making where appropriate.

Inclusion Principles

Staff at St George's Primary School value pupils of different abilities and support inclusion. St George's sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we aim to model inclusion in our staffing policies and relationships with parents/carers and the community.

Within each class, teaching and learning styles and organisation are flexible to ensure effective learning. Grouping to support children identified with additional needs is part of this process.

Pupils with behavioural/emotional/social/mental health difficulties may have an MEP (multi element plan) written by the class teacher with support from the SENCO and the LEA behavior support service if appropriate.

If the child's learning or the learning of others is interfered with due to behavioural difficulties, the pupil may be removed from the classroom, but will be returned as soon as possible.(Please see physical restraint policy).

How does St George's know if children need extra help? What should you do if you think your child may have special educational needs?

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who **may** have additional needs.

Children are identified as having special educational needs or disability as defined by the Code of Practice, which suggests that pupils will be defined as having special needs if they fail to make progress after intervention, adjustment and additional support strategies. There are four broad categories of need:

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

If you think that your child may have special educational needs, the first step is to discuss this with the class teacher. The SENCO may be present if either you or the class teacher feels that it is appropriate.

The class teacher and the school SENCO decide if additional provision is needed and what form that provision might take by considering a range of available information. A child receiving SEND support has an Individual Education Plan. This document forms an individual record for the child and contains information about targets set and action taken to meet them, including any advice sought from outside agencies. IEP targets include targets for work at home and parent's views are taken into account. The SENCO monitors IEPs on a termly basis and makes adjustments to the provision for the child, if appropriate. Individual Education Plans are reviewed at least three times a year, although some pupils may need more frequent reviews. Parents/carers and wherever possible, their child, are invited to contribute and are consulted about any further action.

The SENCO is available to meet with each class teacher to discuss additional needs concerns and to help review Individual Education Plans. At other times, the SENCO is alerted to newly arising concerns through the initial concerns form. The SENCO will discuss issues arising from these forms with the class teacher.

Targets arising from IEP meetings and reviews are used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.

The SENCO monitors planning for SEN across the curriculum.

The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.

SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LEA.

Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning

Specialised Provision

There are no special educational needs classes or groups at St George's School.

A number of staff have been involved in professional development. Most staff have been trained in physical intervention.

The school works in partnership with other agencies. Additional Support may include that offered by outside agencies.

Eg.

1. Education Welfare Service
2. School Nurse
3. Community Paediatrician
4. Speech Therapy
5. Physiotherapy
6. Occupational Therapy
7. Educational Psychology
8. The LEA Special Needs Support Service (SSSEN)

Parents/carers are informed if any outside agency is involved.

School request for an Education, Care and Health Plan

For a child who is not making adequate progress, despite a period of support, and in agreement with the parents/carers/carers, the school may request the LEA to make a statutory assessment.

The school is required to submit evidence to the LEA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment is made using the LEA's current Criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Annual Reviews are usually chaired by the SENCO. These review the appropriateness of the provision and recommend to the LEA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

How do we evaluate the effectiveness of our provision for children with special educational needs?

The school evaluates the effectiveness of its provision in a number of ways. This may include one, some or all of the following:

- evidence of progress on IEPs
- classroom based observational evidence
- tests
- improved learning/social behaviours

The school has a named governor responsible for SEND who meets regularly with the SENCO to monitor effectiveness of provision and ensure governors are kept informed and up to date with current policy. The SEN governor leads governor monitoring of the SEN policy.

The SENCO is responsible for regular tracking and monitoring progress of SEND pupils: Every term, data is analysed. We use this analysis to help us plan our provision maps.

In January and July, the SENCO provides information to the governing body as to the numbers of pupils receiving special educational provision as well as any pupils for whom a Statutory Assessment has been requested. The Head reports on any whole school developments in relation to inclusion and ensures that governors are kept up to date with any legislative or local policy changes.

Whole school monitoring and evaluation procedures include sampling of work and observations. Outcomes pertinent to SEND provision and planning are taken forward by the whole staff and used to build upon successful practice.

What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

The child's progress is reviewed regularly: after assessments; at IEP meetings; at

the end of targetted provision and during classroom observations. A decision is then made about whether the child is making satisfactory progress at this level of intervention. The responsibility for planning for these children remains with the class teacher, **with support from the SENCO as necessary.**

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. eg

- Continues to make very little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

Advice may then be sought from **specialist services**. The specialist services will usually contribute to the planning, monitoring and reviewing of the child's progress.

How will the school staff support your child?

At St George's we regularly and carefully review the quality of teaching for **all** pupils. We operate a whole school approach to ensure that children with SEND are well prepared for the next phase of their education and develop appropriate skills according to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils with SEND. In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs are provided for within the whole class planning frameworks and individual target setting. Differentiation is recorded in the daily planning by the class teacher.

Class teachers are responsible for teaching and learning of pupils in their class.

Where children are identified as having SEND, staff take part in an action to put effective provision in place. This takes the form of a four part cycle:

- analysis of need (teacher assessment, data, child's views)
- assessment (baseline, observations, test scores)
- planning the provision (targeted support)
- review (evidence of progress)

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

Access to the Environment

St George's CE Primary School is a single site school, with Upper and Lower blocks joined by the top playground. The school is built on two levels with stairs from ground floor to first floor in the upper block. Entrance to the building is through the front gate, which is level and therefore suitable for wheelchair access. Classrooms in the bottom block are accessed by the entrance hall from which there is also wheelchair access.

We have made sure that there are good lighting arrangements and our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, quiet areas).

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Arrangements for providing access to learning and the curriculum

The school ensures that all children have access to a balanced curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. Learning opportunities are interesting, rewarding and effectively differentiated and the teaching styles are diverse.

Staff work in a way to avoid the isolation of the children they are supporting, and encourage collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Differentiation takes a variety of forms within teacher planning. Learning intentions are made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty can access the curriculum through specialist resources such as ICT where this is appropriate.

The school ensures that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Access to Information

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

We use comic sans as our first choice of letter font at a size of at least 12 wherever possible.

We use coloured backgrounds on our interactive whiteboards when possible and write lines in alternate colours.

Some children use coloured worksheets and overlays.

St George's uses a range of assessment procedures within lessons (such as role-play and drama, photographs, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

How is the decision made about the type of support and how much support your child will receive?

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a

crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At St George's School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We pay particular attention to the provision for and the achievement of different groups of learners:

1. girls and boys
- 1 minority ethnic and faith groups
- 1 learners who need support to learn English as an additional language (EAL)
1. learners with special educational needs
- 1 learners who are disabled
- 1 those who are gifted and talented
- 1 those who are looked after by the local authority
1. others such as those who are sick; those who are young carers; those who are in families under stress
- 1 any learners who are at risk of disaffection and exclusion

[How will your child be included in activities outside the classroom and on school trips?](#)

St George's is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

St George's tries to make all trips inclusive by planning in advance and using accessible places. We aim to provide additional TA support for individual children as required.

All children are welcome at our after school activities.

What support is available for your child's overall well-being?

Supporting Pupils with Medical Conditions

Children with medical conditions, regardless of special educational need, have a Care Plan, which the school implements. The school ensures that children with medical conditions are supported to access the full curriculum, including school trips.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO or Headteacher, and referrals are made as appropriate.

Social Services and the Education Welfare Service are accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers alert the SENCO or Headteacher if there is a concern they would like discussed.

There are many voluntary organisations supporting SEN. The SENCO maintains an up to date list. Parents/carers can be given details of these groups on request or as appropriate.

Terminology, imagery and disability equality

St George's is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

St George's encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity.

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective.

What training have the staff supporting SEND had?

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development.

How can you get involved? Who can you contact for further information?

Staff and parents/carers work together to support pupils identified as having additional needs.

Parents/carers are involved at all stages of the education planning process. An appointment is made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable so that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and

reviews are copied and sent to parents/carers after meetings. Any parents/carers who cannot attend an IEP meeting will be sent a copy of their child's new IEP.

Ideas and materials for supporting learning at home are discussed with parents/carers and distributed on request.

Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

The school has enhanced reporting arrangements for parents of children with SEN. We expect to meet with parents at least 3 times per year. Appointments are made by the class teacher and the SENCO will attend if the school or parent thinks this is appropriate. Additional meetings are available on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

How will the the school prepare and support my child to join the school, transfer to a new setting or to the next stage of their education?

Reception staff meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs are brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Year 6 staff meet with partner secondary schools prior to the pupils moving on to

Year 7. Children with additional needs are highlighted at these meetings so that the secondary school SENCO can meet the pupils and/or parents/carers if appropriate.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Prior to starting school, parents/carers of children with an EHCP or an ECHP pending will be invited to discuss the provision that can be made to meet their identified.

Signed Chair of governors
Date.....

