

St Peter's C of E Academy
Special Educational Needs and Disability (SEND) Policy

This policy complies with the statutory requirement laid out in the SEND (Special Educational Needs and Disability) Code of Practice 0-25 (Sept 2014) and has been written with reference to the following guidance documents:

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (Sept 2014)
- Schools SEN information Report Regulations (2014)
- The National Curriculum in England Key Stages 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy was created by the SENCO of St Peter's C of E Academy, along with the Advocate for SEND, the SEND Local Board Member and in liaison with the Senior Leadership Team. All staff and parents of children with SEND are entitled to make an input to this policy and any future SEND policies.

The SENCO of St Peter's C of E Academy is Mrs Claire Cursiter (National SENCO award). Please contact, via the School Office (01249 653537) or email c.cursiter@st-peters.wilts.sch.uk

The SEND Advocate is Mr Mark Everett who is the Head teacher and a member of the Senior Leadership Team. He can also be contacted via the School Office.

The SEND Local Board Member is Mrs Sue Flavin, email sflavin@st-peters.wilts.sch.uk

St Peter's C of E Academy offers high quality teaching for all children, differentiated for individual pupils, including pupils who may have additional needs. This policy reflects the changes made in the SEND Code of Practice 0-25 guidance.

Aims and Objectives

Our aim is to raise aspirations and expectations for all pupils including those with SEND. St Peter's C of E Academy provides a focus on individual outcomes to reflect children's needs.

Objectives

1. To identify and provide for pupils who have special educational needs and/or physical additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with parents and staff to create an inclusive environment for learning.

Date issued: November 2018 Start review by: September 2019
Adopted: November 2018 LBM

Custodian: SLT

5. To provide support and advice for all staff working with special educational needs pupils.

Identifying Special Educational Needs and a Graduated Approach to SEND Support

The Code of Practice outlines four broad categories of need. These are **communication and interaction; cognition and learning; social, emotional and mental health issues; and sensory and/or physical needs.**

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination. This can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), can affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it

does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools. (The references section under chapter 6 in the SEND Code of Practice 2014 has a link to the DfE published guidance.)

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health. (The references section under chapter 6 in the SEND Code of Practice 2014 has a link to the DfE published guidance.)

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Pupils are only identified as SEND if they do not make adequate progress once they have had interventions and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. At St Peter's Academy, teachers, the senior leadership team and the SENCO regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This involves reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and teachers' working knowledge of additional needs and disability.

However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the pupil's parents must be formally informed that special educational provision is being made. Arrangements for appropriate support should be made through the school's approach to SEND support.

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

draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions are put in place and their effect is developed. Frequently, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

The school decides to make special educational provision available by involving the teacher and SENCO to consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. For higher levels of need there are arrangements in place to draw on more specialised assessments from external agencies and professionals. Parents will be involved in the process.

The decision to place pupils on the SEND register is taken by applying the **ASSESS-PLAN-DO-REVIEW cycle. This is known as "The Graduated Response to SEN"**

Assess: In identifying a child as needing SEND support the teacher and SENCO will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and their previous progress and attainment. It will also draw on the views of the parents and the child and, if relevant, the advice from external support agencies.

Plan: Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENCO will agree, in consultation with the parents and the pupil, the interventions and support that will be put in place.

Do: The class teacher will remain responsible for working with the pupil on a daily basis. The SENCO will support the class teacher in advising on the effective implementation of the support.

Review: The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The class teacher and the SENCO will revise the support in the light of the pupil's progress and development.

Managing pupils on the SEN register

The teacher holds the responsibility for evidencing progress according to outcomes relating to the child's specific needs. The teacher completes the relevant paperwork and reviews it with parents, three times a year at parents' evenings or review meetings. The SENCO is also available to meet with parents of pupils with SEND as requested.

The provision required for each pupil will be specific to that pupil's needs and where possible school will seek and follow advice from additional professionals such as Educational

Psychiatrists, Occupational Therapists, Physiotherapists, Paediatricians and Specialist Teachers.

Stage 1: SEN support will be reflected through the use of a Communication Passport. Parents will be given a copy of this paperwork and discuss their child's needs at meetings. A One Page Profile will reflect the child's voice and "how best to support" their needs.

Stage 2: A My Support Plan may be introduced by the class teacher if a child's needs become more complex. All parties working with the child will meet three times a year to review and ensure a cohesive approach towards supporting outcomes for the child. The SENCO can support this process as required.

Stage 3: If the pupil continues to have difficulty making progress and is showing significant lack of progress after outside agencies and school have implemented strategies to support the child, an Education, Health and Care Plan can be requested. The SENCO submits the child's "My Support Plan" to County, evidencing the level of need and provision that has been put into place by the school. A panel of professionals and an Education Officer will consider if a statutory EHCP should be provided to further support the needs of the child. For further information on this process, please refer to the Code of Practice 2014. This can be viewed as a hard copy in school or found on the "Local offer" website.

Criteria for exiting the SEND register

If the provision put in place to support a child on the SEND register is no longer required and Quality First Teaching is resulting in progress being made, then a pupil may be removed from the SEND register. This will be in consultation with parents and other professionals involved with the child's learning. It is expected that children will move on and off the SEND register during their time in school as needs are identified and met.

Supporting Pupils and Families

The Wiltshire Local Offer (<https://www.wiltshirelocaloffer.org.uk/>) can be used by parents and staff as a guide to County provision. St Peter's Academy sets out how it makes provision for those on the SEND register through its SEND Information Report (see St Peter's Academy website). St Peter's Academy has access to a Parent Support Advisor (PSA) who can offer advice and support via; telephone, e-mail and face-to-face meetings.

Arrangements are made to support those with SEND to access exams. Mr Nunn is our Assessment Co-ordinator.

Enhanced transition between classes and settings is provided for children on the SEND register. Extra visits, photos, and a transition book can help children to feel secure. Passing on important information such as medical conditions of pupils is part of the transition process (see the Medical Conditions of Pupils policy).

Supporting pupils at school with medical conditions

St Peter's Academy recognises that pupils at school with medical conditions should be supported to have full access to education, including school trips and PE. Some children with medical conditions may be classified as disabled, and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have a statement or My 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.

St Peter's Academy also has a medical conditions policy which should be followed in conjunction with the SEND policy for those children who have a medical condition and special educational needs.

Monitoring and evaluation of SEND

At St Peter's Academy we carefully and regularly monitor and evaluate the quality of provision we offer to all pupils, including those on the SEND register. This is carried out through staff consultations, meetings with parents and pupil voice. The SEND Local Board Member meets with the SENCO three times a year and monitors and evaluates provision for children with SEND through class observations, reporting to the Local Board Members. This process provides regular evaluation and monitoring arrangements that promotes an active process of continual review and improvement of provision for all pupils.

Training and Resources

The majority of children with SEND are supported within the main school budget. The school may receive some additional funding from County to support pupils with complex needs if they have been given a statement (EHCP).

Training needs of staff are identified through the school's appraisal system, in conjunction with teacher/SENCO meetings and staff development meetings throughout the year. In order to maintain the quality of teaching provision for all pupils, staff are encouraged to undertake training and development.

All teachers and support staff undertake induction in 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 SENCO regularly attends the Wiltshire SENCO network meetings, Chippenham SENCO cluster meetings and MAF (Multi-Agency Forums) in order to understand local and national updates in SEND.

Roles and Responsibilities

The SEND Local Board Member has the responsibility of monitoring and observing SEND provision across the school and meets regularly with the SENCO.

Mr Nunn is the line manager for all teaching assistants (TAs), including those who work with individual children with SEND.

Mr Mark Everett (head teacher) and Mr Gordon Nunn (assistant head) are the designated teachers with safeguarding responsibility.

Mr Gordon Nunn (assistant head) is responsible for managing the funding for pupil premium children and looked after children.

Mrs Michelle Pennycott (Business Manager) is responsible for managing the school's medical needs of pupils.

Storing and Managing Information

All documents relating to pupils with SEND or medical conditions are kept securely in a locked filing cabinet or in teachers' locked cupboards. Parents/carers are copied into reports and information relating to their child's needs. Parental consent must be obtained before any outside agency is involved in a pupil's learning and high standards of confidentiality are maintained. St Peter's Academy is registered under the Data Protection Act 1998. (Please see Data Protection and Freedom of Information – Policy and Guidance, located in the office or on the website)

Reviewing the policy

The SEND Policy will be reviewed annually in liaison with all the stakeholders.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to increase, over time, the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual setting; a copy of the accessibility plan for St Peter's Academy can be found as a hard copy in the office or on the school website.

Admission Arrangements: pupils with SEND apply to St Peter's Academy using the Wiltshire Council website online as detailed in the school admissions policy. St Peter's treats all pupils with respect and does not discriminate against any pupil who has a special educational need or disability.

St Peter's Academy conducts Health and Safety checks three times a year. These also consider the current accessibility arrangements.

Dealing with Complaints

If there is a concern, the channels for discussion are:

- The class teacher
- SENCO

Date issued: November 2018 Start review by: September 2019
Adopted: November 2018 LBM

Custodian: SLT

St Peter's C of E Academy
Special Educational Needs and Disability (SEND) Policy

- Head Teacher
- Local Board Member with responsibility for SEND

St Peter's Academy has a Parental Complaints Policy published on the website. Further assistance will be offered for parents who are considering going to a tribunal. (See Local Offer for more support and information)

Bullying

St Peter's Academy publishes an Anti-Bullying Policy which can be viewed on the website. We offer increased support for our more vulnerable learners. This support will vary according to the needs of each child and can be 1:1 support or group support. Pupils with communication and interaction difficulties are offered support to understand their perception of bullying and all complaints are always investigated.

St Peter's also offers pastoral care through, Mentoring, Time to Talk and Friends Groups. We also provide the service of an "Emotional Literacy Support TA" (ELSA TA) and a Parent Support Advisor. The ELSA TA is Mrs Badley and she works with children of all ages and offers a wide range of interventions in "The Nest."

The PSHE curriculum covers the subject of bullying and helps pupils learn resilience. Pupils can belong to a children's council and they are active in supporting an anti-bullying week each year and have created a worry box, anti-bullying screen savers and tree.

In ICT children are taught about internet safety and books are available to alert pupils to the dangers of cyber bullying.

On the playground there are dedicated areas for pupils who need a quiet space to play and we have a friendship bench and playground buddies.

Further Information

- The SEN Information Report is published on the website
- The Local Offer provides comprehensive information for Staff, Parents and Pupils (there is a link on the SEN Information Report)
- The SEND Code of Practice 2014 is available online and a hard copy is available for reference in school
- All policies that have been referred to are held as hard copies in the office and available for viewing