



‘Growing up together in Newtown’  
St George’s CE Academy Newtown

## SEND Policy September 2018

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 - 25 years (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act (2010)
- National Curriculum in England Key Stage 1 and 2 Framework Document (Sep 2013?)
- Schools SEN information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Accessibility Plan
- Safeguarding Policy
- Teachers Standards (2012)

Prepared in accordance with the following UNCRC articles:

- 3: All organisations which are involved with children should do what is best for the child.
- 23: Children who have any kind of disability should have special care and support, so they can lead full and independent lives.

This policy was co-produced by the school's SENCo and Governing Body, SLT, all staff and parents of pupils with SEND. This policy is intended to be a working policy that makes explicit the ways in which our school can address the varying special educational needs of our pupils, in the most effective way, to enable children with SEND's to achieve their potential.

### Rationale

We believe we are created in the image of God; we don't discriminate between children, but treat children all as individuals whatever their needs may be.

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SENCo Award gained September 2016 (University of Birmingham)

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## Principles

At St George's Academy we are committed to giving all our children every opportunity to achieve their best. The achievement and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher here is a teacher of all pupils, including those with special educational needs and disabilities. We respect the unique contribution that every individual makes to our school community. In order to ensure that all children's needs are met, teaching and learning takes into account the individual and diverse needs of our pupils.

St George's is a smaller than average sized inner city primary school. Pupils come from a wide range of nationalities and a significant proportion speaks English as an additional language. 70% of pupils are disadvantaged and are eligible for support from the pupil premium funding.

## 2. Aims

At St Georges Academy all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress based on their individual needs. We aim to raise the aspirations and expectations of all pupils with SEN by focusing on outcomes, rather than hours of support, so that they can go on to lead happy, productive and independent lives and to make a successful transition on to the next phase of their education.

We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families is at the heart of all we do and we work in collaboration with them and our external agencies to ensure that pupils with SEND are provided with the support they need to succeed.

To achieve this St George's will:

- Identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice (CoP) (2015).
- To operate a 'whole pupil, whole school' approach for the management and provision of support for SEND.
- To provide a SENCo to who will oversee and co-ordinate the SEN Inclusion Policy.
- To provide support and advice for all staff working with pupils who have SEND.

## 3. Identification of needs

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: *'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her'. 'A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**'.*

*'Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England'.*

Disability: *'Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is **'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'***

The Code of Practice refers to four broad areas of need:

**Communication and Interaction**-these children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and Learning**-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health**-children 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 displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or Physical Needs**-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

The purpose of identification is to work out what action the school needs to take NOT to put pupils into a category. At St George's we always take a holistic approach to supporting children and when considering their needs and the support they need, we will always look at the whole child.

We will also consider what is not SEN but may also impact on progress and attainment, e.g:

- Disability (the CoP outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation - these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked after Child
- Being a child of serviceman/woman.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Some pupils might find themselves on the SEND register solely due to poor attendance. In this case the

Attendance - coordinator works closely with the SENCO and parents to find ways to address the matter. If the child is off school for a number of weeks due to illness, parents are given work for the child to complete so that they do not fall behind in their academic education. Should the problem keep occurring then the child will have an Attendance Plan or a referral could be made to the School Nurse which would trigger working with a Family Support Worker.

#### 4. Graduated Approach

At St George's we believe that 'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff' (SEN CoP 6.36 (pg 99)). 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND' (SEN CoP 6.37 (pg 99)). Additional intervention and support cannot and should not compensate for a lack of good quality teaching. At St Georges Academy teachers strive to do the following:

- ✓ Provide an education tailored to the needs of every individual child
- ✓ Offer access to a broad, balanced curriculum, including an appropriate curriculum for the foundation stage and the National Curriculum.
- ✓ Seek the views of the child and take these into account bearing in mind their age and understanding.
- ✓ Take into account the views of parents in respect of their child's particular needs.

### How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO and an appropriate level cycle of support and provision is planned and implemented. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions will be reviewed so that the impact of support put in place can be monitored and further information about a pupil's strengths and weaknesses can be gathered. We employ a range of strategies (e.g observation, diagnostic and formative assessments, teacher assessment) to make these assessments and where necessary improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND difficulties that they most frequently encounter. For pupils who exhibit a higher or more complex level of need, we will call upon the expertise of external agencies and professionals to support our understanding and provision of the needs of our pupils. With parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Pupil and School Support
- Communication and Autism Team (CAT)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service
- Family Support Worker
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support and a graduated approach of support will be implemented. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of **assess, plan, do, review** with the child/young person at the centre of the process. A pathway plan, which includes a one page profile, may be started. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.



#### **The four part cycle:**

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan:** Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

**Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

## Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of *assess, plan, do, and review*. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

KS2 pupils with an EHC plan will send an invitation to their parents to attend their annual review and will attend part of the meeting to share their achievements for the year and aspirations for the future

## SEN Provision

SEN support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to a shared nurture group at a local school

## Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Provision Maps are reviewed termly with parents and pupils.

Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

### **The class teacher is responsible for:**

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEND

### **Special Needs Assistants are responsible for:**

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENCO

### **The SENCO is responsible for:**

- the SEND policy and its implementation
  - co-ordinating support for children with SEND
  - updating the SEN register and maintaining individual pupil records
  - monitoring the quality of provision and impact of interventions
  - attending network meetings and updating staff
  - referrals to and liaison with outside agencies
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- line managing TAs with responsibility for SEND
  - liaising with and advising staff
  - maintaining regular liaison with parents/carers
  - co-ordinating annual reviews
  - supporting staff in identifying pupils with SEN.
  - mapping provision throughout the school
  - maintaining links and information sharing with receiving schools

### **Key Roles and Responsibilities**

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND; including those who have

EHC plans (or Statements until 2018) The SENCO is a member of the leadership team and is also the designated teacher for Looked After Children (LAC). The SENCO Althea Shakespeare

SEN Governor: The SEN governor is Mrs Clewer, is one of our parent governors. She has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

### **Criteria for removing pupils from the SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

### **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

## Supporting parents/carers and children

We provide support in the following ways:

- the Headteacher and SENCO operate an open door policy for parents/carers seeking support and advice.
- Mr Farrah our Community Link Professional - is also available 3 days a week to support those parents not confident with English
- the dedicated SEN Governor who is available as a contact point
- individual arrangements can be made for phased entry into Reception class
- additional time and special arrangements for SATs
- support for transition between classes
- a transition group for vulnerable Y6 pupils transferring to secondary school
- inviting the SENCO of the receiving secondary school to the final Annual Review in year 6.

## Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2012. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg: an extra adult to accompany a child on a school trips/residential.

Specific staff have training to support particular needs, eg: technical knowledge to maintain auxiliary aids and equipment or managing diabetes.

The school secretary is responsible for the administration of medicines and health care plans/protocols.

## Monitoring and evaluation of SEN

The head teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENCO
- reporting to the governing body on SEND □ ensuring that pupils with SEND participate fully in school activities

## Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register. School staff have specific training in speech and language, literacy and numeracy interventions. The SENCO attends regular network meetings to share good practice with colleagues and keep up to date with SEND developments.

## Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN information are stored in their own personal files on Cepoms. These files are electronically sent to the Secondary school when the child leaves year 6.

## Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.  
Date of next review: September 2020.

## Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at St George's Academy to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to use Advice and Support Service for Special Educational Needs and Disability (SENDIASS) (formerly Parent Partnership) 0121 - 303 - 5004 or engage with the School complaints procedures.

## How the policy was put together

This policy was created in consultation with stakeholders, including the SEN Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

## Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, follow the link: *About Our School* to the SEN section.
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

## Compliance

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

Equality Act 2012: advice for schools DfE Feb 2013

School SEN Information Report (2015)

The National Curriculum in England Key Stage 1/2 framework document Sep 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

- ✓ Identify children's special educational needs as early as possible, ensuring that all staff involved knows about these needs and how they are to be met.
- ✓ Ensure that pupils with SEND's receive equality of entitlement and are integrated into all the activities of the school as outlined in the SEND CoP.
- ✓ Provide the best possible resources to meet the needs of individual children.
- ✓ Ensure that all records, plans of intervention, assessment are kept up to date.
- ✓ Take account of the views of children, parents and guardians.
- ✓ Inform parents of planned interventions.
- ✓ Review interventions regularly to assess their impact and the child's progress.
- ✓ Work cooperatively with a variety of agencies to ensure a multi-disciplinary approach.
- ✓ Ensure that the school's INSET programme takes account of new developments.