



SEND Policy

Inclusion Manager/ SENCO: Mrs T Koser (Mrs. Malone from September 2018)

Review date: July 2019

At St. George's CE First School we aim to ensure that every child in our school is treated with respect and dignity. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs or abilities. Every child in our school will be given a fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

What are special educational needs (SEN)?

At St. George's CE First School we adopt the definition of special educational needs as stated in the Special Educational Code of Practice: 0-25 years (DfE, Jan 2015). A child 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. Children have a *learning difficulty or disability* if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools
- (c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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 will be taught.

Special educational provision means for children of two or over, educational provision which is **additional to**, or otherwise **different from**, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

What is a disability?

At St. George's CE First School we adopt the definition of disability as stated in the Equality Act 2010 as a child or young person who has a physical or mental impairment which has a long term and substantial adverse affect on their ability to carry out normal, day to day activities. This definition includes sensory impairments such as those affecting sight and hearing and long term health conditions such diabetes, epilepsy and cancer.

Children with a disability do not necessarily have a special educational need although there may be a significant overlap. Where a pupil requires special educational provision they will be covered by the SEN definition.

Aims and objectives

- to ensure that all staff have the highest expectations and aspirations for pupils with special educational needs;
- to ensure that the learning environment meets the special educational needs of each child in order that they can achieve their learning potential;

- to identify the roles and responsibilities of all staff in providing for children’s special educational needs;
- to ensure high levels of staff expertise, through well targeted continuing professional development;
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;
- to seek the guidance and support of health and social care professionals for pupils with medical conditions so that they have access to all school activities;
- to make reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- to monitor and review pupil progress as well as additional provision

Identifying Special Educational Needs

At St. George’s CE First School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person but also other areas that may impact on progress and attainment but are not necessarily special educational needs such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being in care (CLA)
- Being a child of Serviceman/woman

We use our best endeavours to secure **special educational provision** for pupils for whom this is required, that is ‘**additional to and different from**’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice: 0 – 25 (2014).

These four areas are listed below with brief summaries:

- 1. Communication and Interaction:** Children with speech, language and communication needs (SLCN) have difficulty communicating with others. Their needs may change over time. Children with ASD may have particular difficulties with language, communication and social interaction.
- 2. Cognition and Learning:** Children with learning difficulties learn at a slower pace than their peers and despite appropriate differentiation may require additional support. Learning difficulties can range from moderate learning difficulties (MLD) to severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD) where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) include dyslexia, dyscalculia and dyspraxia.
- 3. Social, Emotional and Mental Health Difficulties:** 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 as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect anxiety, depression, attention deficit hyperactive

disorder or attachment issues.

4. Sensory and/or Physical Needs: Children may have a disability which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

**A Nurture Group placement may be considered for children who are underachieving for social, emotional and mental health reasons.*

A Graduated Approach to SEN Support

This SEN policy details how, at St. George's CE First School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs.

The staff are committed to providing for the needs of all children in an inclusive environment. This means that most children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. An ongoing commitment to providing quality first teaching as part of what is 'ordinarily available' should result in fewer pupils requiring SEN provision. The school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of SEN difficulties most frequently encountered.

Monitoring Children's Progress

The school's system for observing and assessing progress of individual children will provide information about areas where a child may not be progressing satisfactorily. These pupils may not be considered to have SEND but may require specific targets in order to make progress using a range of strategies and/or interventions. Class teachers may themselves identify a concern about the educational needs, and/or academic progress of a pupil and should log this information on the '**Cause for Concern**' sheet (Appendix 1). This will identify areas of concern along with current interventions being used and will be shared with the SENCO before any decision is made about placement on the school's SEN register. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Class teachers will keep an up to date class Vulnerable Learners register (Appendix 2) along with pupils individual pupil plans/ pupil profiles. Additional Support will be put in place and monitored for a period of up to 6 weeks. This support is recorded on the school's Provision Map by the class teacher and discussed with parents at parents evening meetings. If no progress is noted after this time the child **may** be added to the school SEN register and will receive **Enhanced Support**.

The key test of the need for action is that current rates of progress are **inadequate**.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening;
- Closes the attainment gap between the child and his peers;
- Betteres the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. Where possible bilingual staff will be used to ascertain how a child is performing in their home language.

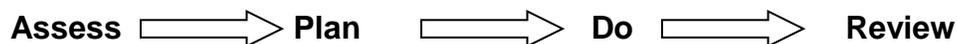
SEN Support (previously known as School Action and School Action Plus)

Reasons for a child being added to the SEN database may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Where a child is identified as having SEN the class teacher in consultation with the SENCO will take action to remove any barriers to learning and adopt a graduated approach with four stages of action:

Assess Plan Do Review



Assess

When a child has been identified as needing SEN support the class teacher, working with the SENCO, will 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, and behaviour (e.g. cause for concern log). It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services.

Plan

Where it is decided to provide a pupil with SEN support, the class teacher together with the SENCO will agree with the pupil and parents any interventions and support which will be put in place in order for the pupil to make progress. This will be documented on an individual provision plan or an individual pupil profile (Appendices 3&4) which will outline any teaching strategies or approaches that will be put in place in order for the pupil to make progress throughout the term.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff* involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher and advise on the effective implementation of support.

Review

The impact and support will be monitored and evaluated by the class teacher and discussed with the pupil and parents during termly review meetings. Pupils' and parents' views will feed into reviews and will contribute to the planning and setting of new targets for the following term. Records of reviews will be shared with the SENCO during meetings with staff and/or parents.

** The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IPP continues to be the responsibility of the class teacher. Parental consent is always sought prior to any referral being made by the class teacher or the SENCO.*

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and / or mathematical skills;
- Has emotional or social skill difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Criteria for exiting the SEN Register

Following successful cycle/s of the Graduated Approach as detailed above, especially where there is demonstrable evidence of increasing progress and attainment, the decision to remove a pupil off the SEN register may be taken. This will be in consultation with parents at the review stage.

Additional Higher Needs Block Funding

In some cases the school may request additional top up funding from the Local Authority to maintain the level of provision an individual pupil may need depending on the nature of their special educational need.

Education, Health and Care Plans (EHC Plan) (previously known as a statement)

A request will be made by the school to the LA if the child has demonstrated **significant** cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual plans and targets for the pupil;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- Attainment in literacy and numeracy;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the pupil and parents/family.

This process of providing support that puts children, young people and families at the centre of the assessment and planning process, is to make sure that their views are not only heard but also understood. The EHCP planning and application process focuses on what is important for children and their families, i.e. what they and you want to achieve now and in the future.

Following a request for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from the school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0-25 years.

An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

Special Educational Needs in the Early Years

All pupils in the early years (Nursery and Reception) are monitored using 'Development Matters'. This enables staff to track early development to ensure key milestones are met. It also helps build an early profile of pupils' strengths and development needs. Where staff have concerns about an individual pupils' early development, this will be shared with parents.

From time to time pupils may enter Nursery or Reception with specific or significant needs and may already be known to the Pre-School Forum. The Pre-School Forum is where representatives from multiple agencies discuss the individual needs of children who have special educational needs and co-ordinate the support that is offered to them. Health professionals and specialist support agencies are responsible for referring children to the Pre-School Forum. Referrals are always made with parental consent and in liaison with Early Years settings. This may be a point when the Area SENCO from the Early Years Access and Inclusion Team becomes involved.

Where concerns are raised, staff will make use of the 'Early Support' materials to further track and monitor pupils in the specific areas identified (Personal, Social and Emotional, Communication, Physical and/ or Thinking). A range of additional observational tools will be used to help build a more comprehensive profile of the pupil concerned.

Staff will plan and monitor provision using the Local Authority Step 4 Individual Provision Planning documents (See Appendix 5). Individual plans will be shared and reviewed with parents on a 6-8 week cycle.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated

as partners and given support to play an active and valued role in their child's education. We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the class teacher or the SENCO.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The SENCO is available to guide and support families at most times and specific meeting times can be arranged as required. The school website contains links to our policy for **Special Educational Needs** and the **Special Educational Needs Information Report** as well as a link to the Local Authority local offer. www.stgeorges.worcs.sch.uk

Supporting Pupils 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. Pupils with medical conditions may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan. The 'Supporting Pupils at School with Medical Conditions' policy can be located on the school website www.stgeorges.worcs.sch.uk/our-school/policies.

The Role of the SENCO

The SENCO, in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. They are responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND register. The SENCO will co-ordinate provision for pupils with SEND, monitor the provision mapping and liaise with parents, staff and external agencies. They will monitor the progress of pupils on the SEN register through regular observations as well as through work trawls and conversations with pupils and parents themselves.

Links with other schools/settings and Transition

We recognise the importance of maintaining close links with all our Pre-school nursery/ childcare settings and discussing children's learning needs as they transfer to Reception. The SENCO will also ensure that discussions take place with any feeder or receiving school and that all relevant records relating to SEN provision are received from the previous school / forwarded to the new school. Links are also maintained with the local feeder Middle Schools, particularly with the SENCO for those pupils with SEND. Additional transitions visits and meetings are arranged for pupils and parents.

Links with Health and Social Care, the Education Welfare Officer and any voluntary Organisations

The SENCO will liaise with the Head Teacher if there are concerns with attendance. The Head

Teacher will access the services of the EWO (see Attendance Policy). Where there are concerns with the welfare and/or safety of a child (or if the child is in the looked after sector), the SENCO will liaise with the Designated Safeguarding Officer. (See Safeguarding Policy).

Accessibility

The school has an accessibility plan in place (See Equality Diversity Plan) showing how we are planning strategically to increase access over time.

The Governors with responsibility for Special Educational Needs regularly monitor the special educational needs provision and the policy is reviewed by the Teaching and Learning Committee. The SENCO will ensure that the policy is monitored and regularly updated in line with all related policies and documents. The school will ensure that the budget for special educational needs is monitored and effectively used. The SENCO will report to Governors on provision and outcomes (progress and attainment) for SEND pupils.

Arrangements for considering complaints about special educational provision within the School

Parents are encouraged to discuss any concerns initially with the class teacher and/or the SENCo. If their concerns have not been allayed they should discuss the matter with the Head Teacher. If there are still problems or if they wish to make a formal complaint the schools complaints policy is available on the website or from the school office. www.stgeorges.worcs.sch.uk

APPENDIX 2

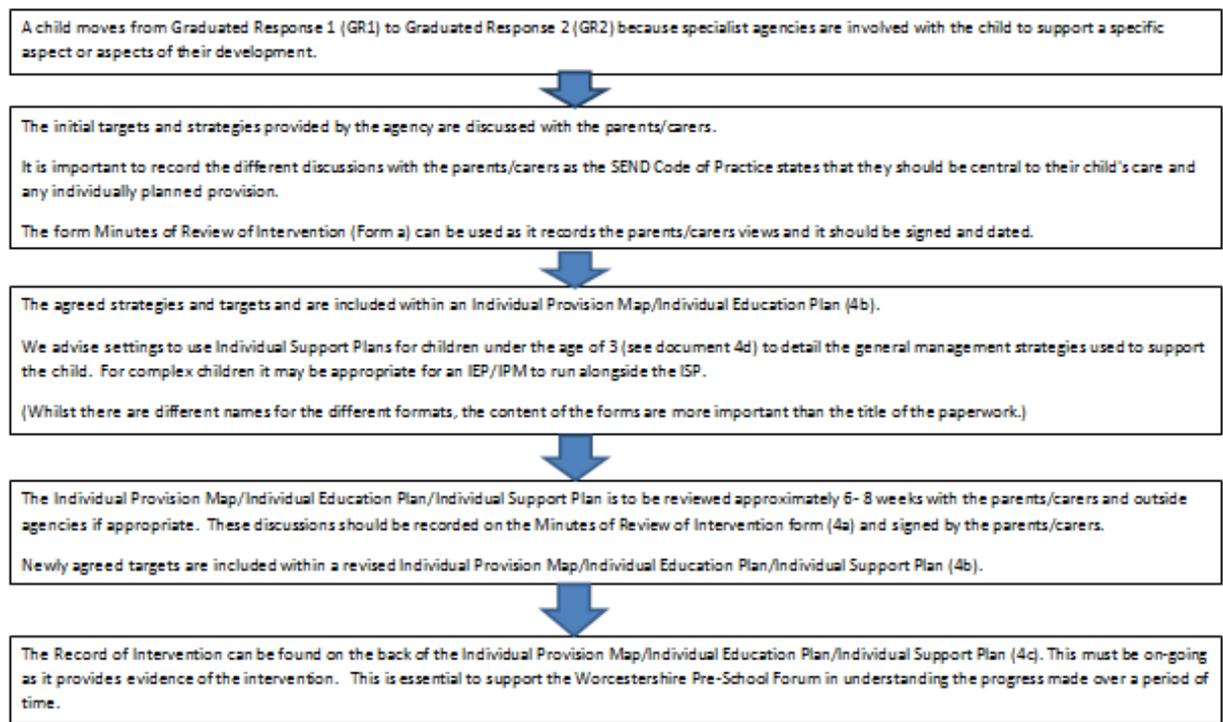
<div style="display: flex; justify-content: space-between;"> VULNERABLE LEARNERS REGISTER - CONFIDENTIAL </div>									
2016-17 CLASS:									
Pupils for whom there is Cause for Concern:									
Pupils at SEN Support <i>[significantly below peers, Individual Provision Plan/ Pupil Profile in place]</i>									
*1. Communication and interaction/SLCN 2. Cognition and learning/C&G 3. Social, emotional and mental health/ SEMH 4. Sensory and/or physical									
Child	PP	SG	LAC	EAL	G&T	Area of Need*	Agency Involvement	Intervention / Support	Delivered by:
Statement / Education Health Care Plan [EHCP] <i>[transitional stage moving to EHC plans]</i>									
Child	PP	SG	LAC	EAL	G&T	Area of Need	Agency Involvement	Intervention / Support	Delivered by:
FSM/ Pupil Premium									
Medical / Diagnosis <i>[All staff to be aware of any diagnosis, provision will be Ordinarily Available]</i>									
Child	PP	SG	LAC	EAL	G&T	Medical Need / Diagnosis	Intervention / Support		

APPENDIX 3

<div style="display: flex; justify-content: space-between;"> St. George's CE First School: Individual Provision Plan </div>						
NAME:		DOB:	YEAR/CLASS:	SEND Code of Practice : SEN Support/Statement/EHCP		
AREA OF NEED	Communication and interaction	Professionals/agencies involved: <i>Please highlight the main areas of need</i> SALT OT School Health Early Years Access and Inclusion LST Worcestershire Early Help EP ISSS HI VI BST				
	Cognition and learning					
	Social, mental and emotional health	Baseline information: READING: WRITING: MATHS:				
	Sensory and/or physical	TARGET AUTUMN TERM PROGRESS TARGET SPRING TERM PROGRESS TARGET SUMMER TERM PROGRESS				
Support received this term: <i>List interventions and focused support to be shared with parents (complete before meeting with parents for the review)</i>			Support received this term:		Support received this term:	
Date of meeting: Parent/Carer:			Date of meeting: Parent/Carer:		Date of meeting: Parent/Carer:	

Step 4: Step by step guidance on completing Individual Provision Map/Individual Education Plan

All children are required to be on Graduated Response 2, 3, 4, or Exceptional Early Years Funding



(4a) Minutes of Review of Intervention



Child's Name:		Date:	
People contributing to the review of the Individual Provision Map/Education Plan/Support Plan			
Name and role:			
Progress towards targets/ outcomes:			
Parent/carer views:			
Strengths:			
Areas for Development or next steps:			
Parent signature:		Setting signature:	

(4b) Individual Provision Map/Individual Education Plan – all children should be on at least Graduated Response 2

Name of child		DOB		Date	
Graduated Response Level: 2 / 3 / 4 / Exceptional		Keyperson			
Professionals/agencies involved					
Observed Strengths	Child's Preferred Activity	Areas for development			
Current Achievement (baseline)	Expected Outcome/ Target 1	How will this be achieved (i.e. provision)?	Resources	When/who/ where	Outcome
Current Achievement (baseline)	Expected Outcome/ Target 2	How will this be achieved (i.e. provision)?	Resources	When/who/ where	Outcome
Review Date:		Parent/carer signature:			

(4c) IPM/IEP - Record of Intervention/Actions Observed

Date:	Who/What:	Comments/Outcome:

Please record each time an activity is carried out and the outcome of the activity