

## Special Educational Needs and Disability Policy

### Contents

|   |    |
|---|----|
| 1. Introduction.....  | 1  |
| 2. Legislation and guidance.....                                      | 2  |
| 3. Definitions.....   | 2  |
| 4. Our aims and objectives.....                                       | 3  |
| 5. Equality and inclusion.....  | 3  |
| 6. Roles and responsibilities.....                                    | 4  |
| 7. The Identification, Assessment and Review of pupils with SEND..... | 6  |
| 8. Education, Health and Care Plans (EHCPs).....                      | 9  |
| 9. Special Educational Needs and Disability in the Early Years.....   | 10 |
| 10. Safeguarding.....   | 10 |
| 11. Links with other policies and documents .....                     | 11 |
| Appendix 1 - Pupil Cause for Concern form.....                        | 12 |
| Appendix 2 - Individual Provision Maps.....                           | 14 |

### 1. Introduction

At St George's C of E First School and Nursery, we aim to ensure that every child in our school is treated with respect and dignity. We are committed to offering an inclusive, broad and balanced curriculum to ensure the best possible outcomes for all our pupils.

This is encapsulated in our school vision statement 'St George's C of E First School and Nursery is a community of happy, confident people, who are empowered and inspired to excel' and rooted in our Christian ethos where we want everyone to be able to 'Let your light shine'.

The school makes every effort to provide a safe, caring and inclusive learning environment for its teachers and pupils. We recognise that education is more than teaching and learning, therefore we look holistically at each child when identifying their individual needs. Other areas which may impact on progress and attainment include:

- Attendance and punctuality
- Disability
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being a child of a serviceman/woman
- Safeguarding/child protection concerns

This in turn informs the support required to provide a fair and equal opportunity for every child to achieve the highest standards.

## 2. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014) and the following legislation:

- The Equality Act (2010)
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

## 3. Definitions

### What are Special Educational Needs (SEN)?

At St George's C of E First School and Nursery, we adopt the definition of special educational needs as stated in the Special Educational Needs Code of Practice: 0-25 years (DfE, 2014) 'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

'Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them'  
(Code of Practice 2014)

**Children must not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught.**

Special educational provision is that **additional to**, or otherwise **different from**, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.

### What is a disability?

At St George's C of E First School and Nursery, 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 effect 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 as 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 special educational needs definition.

Special educational needs and/or disability will be abbreviated to SEND within this policy.

#### **4. Our aims and objectives**

To identify the roles and responsibilities of all staff in providing for children's SEND and to ensure that staff carry out their responsibilities.

To ensure that all staff have the highest expectations and aspirations for pupils with SEND.

To ensure high levels of staff expertise through well targeted continuing professional development.

To ensure that the SEND of children are identified, assessed and provided for as early as possible so that they can be supported in achieving the highest standards.

To make reasonable adjustments to enable all children to have full access to all elements of the school curriculum and learning environment.

To work collaboratively with parents/carers and pupils in the identification and assessment of a SEND.

To involve parents/carers and pupils in the planning of additional provision, resources and interventions and to review this provision at least once a term.

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 seek the guidance and support of health, social care professionals and family support workers for pupils with medical conditions and other needs so that they have access to all school activities.

#### **5. Equality and Inclusion**

At St George's C of E First School and Nursery we work hard to be an inclusive school where children feel a sense of community and belonging. Through appropriate educational provision we respect the fact that pupils:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to pupil's needs by:

- Providing support for pupils who are not making expected progress
- Planning for pupil's full participation in learning, and in physical and practical activities
- Helping pupils to manage their behaviour and to take part in learning effectively and safely
- Supporting pupil's social, mental and emotional health
- Providing a creative, broad and balanced curriculum which meets the needs of different types of learners

## **6. Roles and responsibilities**

### **6.1 The role of the Special Educational Need and Disability Coordinator (SENDCo)**

In our school the SENDCo is Mrs Becky Malone. She can be contacted via the school office on 01527 62263 or [office@sgf.endeavourschools.org](mailto:office@sgf.endeavourschools.org).

The SENDCo's role includes but is not limited to:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with and advising teachers on a graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Being a key point of contact for and liaising with parents/carers, early years providers, other schools, educational psychologists, health and social care professionals and other external agencies including the Local Authority
- Liaising with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all children with SEND up to date
- Contributing to the in-service training of staff
- Attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- Ensuring referrals to external partners are completed in a timely way
- Completing requests for an education, health and care needs assessment in liaison with class teachers

### **6.2 The role of the SEND Governor**

In our school the SEND Governor is Ms Marie Harrison and in her role she will:

- Help to raise awareness of SEND issues at Local Governing Board meetings

- Monitor the quality and effectiveness of SEND provision within the school and update the Local Governing Board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

### **6.3 The role of the headteacher**

In our school the headteacher is Mrs Marie Bradbury and in her role she is:

- Responsible for the day-to-day management of all aspects of the school life including provision for children with SEND
- To liaise with the SENDCo
- To keep the Local Governing Board informed on the working of this policy
- To ensure as far as possible that all members of staff receive appropriate training

### **6.4 The role of the teacher**

At St George's C of E First School and Nursery we believe that **all teachers are teachers of children with SEND. Teaching such children is therefore a whole school responsibility.**

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have a special educational need.

Additional roles of the teacher include:

- To be fully aware of the contents of this policy
- To raise concerns about individual children with the SENDCo
- To write and implement Individual Provision Maps (IPMs) for children with SEND in their class, with support from the SENDCo where required
- To collect relevant information and share this with the SENDCo or external agencies when requested
- To work closely with pupils with SEND providing increased differentiation, monitoring and reviewing of their progress
- To consult with the pupil's parents/carers as appropriate
- To liaise with the SENDCo and external agencies as appropriate
- To attend relevant training
- To evaluate and implement the recommendations made by external partners

### **6.5 The role of support staff**

Support staff play a vital role in supporting a pupil with SEND. As such their role is:

- To work with small groups or individual pupils as required by the class teacher or SENDCo
- To deliver a range of activities linked to the pupil's specific learning difficulty
- To monitor the pupil's progress in the activities and report back to the class teacher and SENDCo
- To liaise regularly with the class teacher and the SENDCo in order to adapt and amend intervention programmes
- To be involved in the Individual Provision Map target setting and review progress
- To attend relevant training

## **7. The identification, assessment and review of pupils with SEND**

### **7.1 The four broad areas of need**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, speech and language difficulties, Autistic Spectrum Disorder, Asperger's Syndrome
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia and other moderate and severe learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, attachment disorder
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **7.2 Identifying pupils with SEND and assessing their needs**

The importance of early identification, assessment and provision for any pupil who may have SEND cannot be over emphasised. The earlier action is taken, the more responsive the pupil is likely to be, and the more readily intervention can be provided.

Any member of school staff, an external professional, parent/carer or indeed the pupil themselves may trigger a concern which in turn begins the identification process.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. An ongoing commitment to providing quality first teaching as part of what is 'ordinarily available' should result in fewer pupils requiring special educational provision.

The school's system for assessing progress of individual pupils will provide information about areas where a pupil may not be progressing satisfactorily. These pupils may require specific targets in order to make progress using a range of strategies and/or interventions. Class teachers may identify a concern about the educational needs

and/or academic progress of a pupil and should log this information on the 'Pupil Cause for Concern Form' (appendix 1). This is then shared with the SENDCo and next steps/actions are agreed. If the concern remains, then a decision will be made about placing the pupil on the school's SEND register. This is a document that lists the children within the school with SEND, the external professionals involved and the provision made for them.

An identification of SEND will be made using information from a range of sources as appropriate including:

- Attainment on entry
- Reception baseline assessment
- Discussions with Early Years providers
- Discussions with previous schools upon transfer, especially if the pupil is currently on the SEND register
- Discussions with parents/carers or staff when concerns are expressed which lead to further investigation
- Data analysis which shows a widening gap between the pupil and their peer group
- Day to day observations of the pupil's behavioural, emotional and social development in their learning environment
- Assessments and reports by external professionals
- Summative and diagnostic assessments carried out by school staff

Reasons for a pupil being placed on the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted in a pupil'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 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 pupil is identified as having SEND the class teacher in consultation with the SENDCo will take action to remove any barriers to learning and adopt a graduated approach as detailed in section 7.4 of this policy.

The identification and assessment of SEND in children whose first language is not English requires particular care. Where there is uncertainty about a particular pupil, the class teacher will look carefully at all aspects of the pupil's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from a special educational need. Where possible

bilingual staff will be used to ascertain how a child is performing in their home language.

### **7.3 Consulting and involving pupils and parents**

Partnership with parents/carers plays a key role in enabling pupils with SEND to achieve the highest standards. Parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs. All parents/carers of children with SEND will be treated as partners and given support to play an active and valued role in their child's education. We encourage parents/carers to discuss any concerns that they may have about their child's needs with the class teacher or SENDCo.

Children with SEND often have a unique knowledge of their own needs and their views about what type of provision they would like. They will be encouraged to contribute to the assessment of their needs, the review and the transition process.

At each stage of the assessment, identification and review of a special educational need, the school will keep parents/carers fully informed and involved. We encourage parents to make an active contribution to their child's education and meet formally each term to review progress and provision. We inform the parents of any external intervention and will formally notify parents when it is decided that a pupil will be placed on the SEND register.

### **7.4 Assessing and reviewing pupil's progress towards outcomes**

At St George's C of E First School and Nursery we follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

#### **Assess**

When a pupil has been identified as needing special educational provision the class teacher, with guidance from the SENDCo, 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. It should also draw on the views and experiences of parents/carers, the pupil's own views and, if relevant, advice from external support services.

#### **Plan**

Where it is decided to provide a pupil with special educational provision, the class teacher together with the SENDCo will agree with the pupil and parents/carers any interventions and support which will be put in place in order for the pupil to make progress towards their individual educational targets. This will be documented on an Individual Provision Map (IPM) (appendix 2) and will outline any teaching strategies,



interventions or resources that will be put in place for the pupil to make progress towards their targets.

## **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 SENDCo will support the class teacher and advise on the effective implementation of support.

*\*The external specialist may act in an advisory capacity or provide additional assessment or be involved in teaching the pupil directly. The pupil's individual targets will set out strategies for supporting their progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IPM 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 SENDCo.*

## **Review**

The impact of additional provision and the pupil's progress towards their individual targets will be monitored and evaluated by the class teacher. This information will then be discussed with the pupil and parents/carers during termly review meetings. Pupil's and parents/carers' 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 SENDCo using the IPM review section at the bottom of the IPM document (appendix 2).

## **Criteria for exiting the Special Educational Needs Register**

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

## **8. Education, Health and Care Plans (EHCPs)**

A request for an Education, Health and Care Needs Assessment will be made by the school to the Local Authority if a child has demonstrated **significant** cause for concern. This will be in partnership with parents/carers. The Local Authority will be given information about the child's progress over time and will also receive documentation in relation to the child's SEND and any action taken to meet those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual provision maps and targets for the child
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Their attainment in literacy and mathematics
- Assessments and reports provided by external professionals
- Views of the pupil and their family
- Documentation relating to actions taken to protect the child from harm

Following a request for an assessment the Local Authority must determine whether an Education, Health and Care Needs Assessment is necessary within six weeks. The Local Authority will gather evidence from the school and external professionals to support the request. Parents/carers will be informed by the Local Authority of the outcome of the Education, Health and Care Needs Assessment. Where the assessment is successful the Local Authority will provide a finalised EHCP for the child.

**An EHCP is for children and young people with SEND 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 25 years of age.**

## **9. Special Educational Needs and Disability 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 to build an early profile of pupils' strengths and developmental needs. Where staff have concerns about an individual pupil's early development, this will be shared with parents/carers.

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 with SEND 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. At this stage the Area SENDCo from the Early Years Access and Inclusion Team becomes involved and will support school staff in meeting the child's needs.

## **10. Safeguarding**

At St. George's C of E First School and Nursery, we ensure that children are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all children, and a more personalised approach for some pupils with SEND might be needed. The class teacher, SENDCo and Computing Lead will work together to plan a bespoke online safety curriculum for any pupils as necessary.

Through our annual safeguarding training, staff know that children with SEND can face additional safeguarding challenges and that additional barriers can exist when recognising abuse and neglect in this group of children. These can include but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

## **11. Links with other policies and documents**

**Accessibility** [SGF-Accessibility-Policy-and-Plan-March-2021.pdf \(stgeorges.worcs.sch.uk\)](https://stgeorges.worcs.sch.uk/SGF-Accessibility-Policy-and-Plan-March-2021.pdf).

**Equality information and objectives** [SGF-Equality-objectives-March-2021.pdf \(stgeorges.worcs.sch.uk\)](https://stgeorges.worcs.sch.uk/SGF-Equality-objectives-March-2021.pdf)

**Safeguarding policy** [19.10.2020-SGF-Safeguarding-Children-Policy.pdf \(stgeorges.worcs.sch.uk\)](https://stgeorges.worcs.sch.uk/19.10.2020-SGF-Safeguarding-Children-Policy.pdf)

### **Supporting pupils with medical conditions**

The school recognises that pupils at school with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act (2010). Additionally the school complies with the statutory guidance outlined in the document Supporting pupils at school with medical conditions (2015).

[Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### **Complaints**

Parents are encouraged to discuss any concerns initially with the class teacher and/or the SENDCo. If their concerns have not been allayed, they should discuss the matter with the headteacher. If the concern remains or if they wish to make a formal complaint, then parents/carers should follow the school's complaints policy. This is available from the school office or via the website [EST-Complaints-Policy-2018.21.pdf \(stgeorges.worcs.sch.uk\)](https://stgeorges.worcs.sch.uk/EST-Complaints-Policy-2018.21.pdf).

## Appendix 1 Pupil Cause for Concern Form

*Please complete as much information as possible before meeting with the SENDCO*

|   |                            |                          |
|---|----------------------------|--------------------------|
| <b>Name of pupil:</b>   | <b>Class/year group:</b>   | <b>Date of birth:</b>    |
| <b>Reading attainment:</b>  | <b>Writing attainment:</b> | <b>Maths attainment:</b> |
| <b>Any existing SEND:</b>   | <b>Form completed by:</b>  | <b>Date:</b>             |
| <b>Area(s) of concern:</b>  |                            | <b>Please tick:</b>      |
| Communication and interaction   |                            |                          |
| Cognition and learning  |                            |                          |
| Social, emotional and mental health   |                            |                          |
| Sensory and/or physical   |                            |                          |
| <b>Main concern (please detail)</b>   |                            |                          |
| <b>Briefly describe how the pupil presents and the difficulties they are having accessing the curriculum</b>  |                            |                          |
| <b>Briefly explain what measures you have put in place to support them (differentiation, how you have adapted planning/curriculum, personalised learning, interventions etc.)</b> |                            |                          |

**Please detail any conversations you have held with parents/carers or outside agencies:**

**Notes from meeting with the SENDCO**

**Action to be taken by the class teacher**

**Action to be taken by the SENDCO**

### Appendix 2 – Individual Provision Map

|   |              |                      |                              |                             |                |  |  |
|---|--------------|----------------------|------------------------------|-----------------------------|----------------|--|--|
| <b>Name:</b>  |              | <b>Area of need:</b> |                              | <b>Unique Pupil Number:</b> |                | <b>Date of birth:</b>  |  |
| <b>Summary of needs:</b>  |              |                      |                              |                             |                |  |  |
| <b>Agencies Involved:</b>   |              |                      | <b>Area for development:</b> |                             |                | <b>Ordinarily Available – Strategies/resources for the classroom</b> |  |
| <b>Standards of attainment</b>  |              |                      |                              |                             |                |  |  |
| <b>Baseline</b>   | <b>Maths</b> |                      | <b>Reading</b>               |                             | <b>Writing</b> |  |  |
| <b>Autumn</b>   | <b>Maths</b> |                      | <b>Reading</b>               |                             | <b>Writing</b> |  |  |
| <b>SMART Targets: (Specific, Measurable, Achievable, Realistic, Time Related)</b> |              |                      |                              |                             |                |  |  |
| <b><u>Assess</u></b>  |              |                      |                              | <b><u>Plan</u></b>          |                |  |  |
| <b><u>Do</u></b>  |              |                      |                              | <b><u>Review</u></b>        |                |  |  |

|  |                             |
|--|-----------------------------|
| <b>Date of review with parents:</b>  |                             |
| <b>Any new information (medical needs, agency involvement, behaviour, family circumstances):</b> |                             |
| <b>Parent/carer views:</b>   |                             |
| <b>Next steps/areas for further development:</b>   |                             |
| <b>Signed Class Teacher:</b>   | <b>Signed Parent/Carer:</b> |