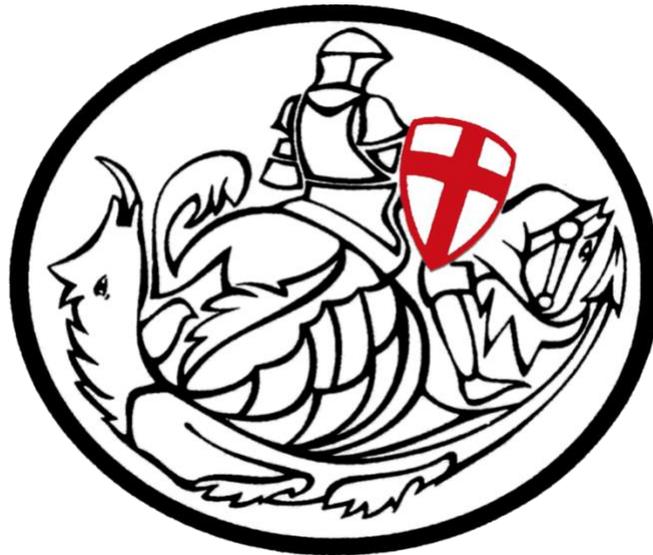


Saint George's Church of England School



Special Educational Needs and Disabilities Policy – Primary phase

Updated: September 2020
Next Review: September 2021

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Introduction

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: Child protection, AAAT Health and Safety, AAAT supporting pupils with medical needs, Behaviour, Equality, Accessibility and Complaints.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age;

or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEN Code of Practice (2015, p 5)

Definition of disability

Many children and young people who have SEN may also 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’. This definition provides a relatively low threshold and includes more children than many realise. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

SEND Code of Practice (2015, p16)

SEND Provision at Saint George's Church of England Primary Phase

At Saint George's Church of England Primary phase, we can make provision for every kind of frequently occurring Special Educational Need/Disability without an Education, Health and Care Plan for instance; Dyslexia, Dyspraxia, Speech and Language needs, Autistic Spectrum Disorder (ASD) and social and emotional difficulties. There are other kinds of Special Educational Need/Disability which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school is also able to meet the needs of some pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Identification and Assessment of children with Special Educational Needs/Disability

At Saint George's Church of England Primary phase we monitor the progress of all pupils regularly. We also use a range of assessments with pupils at various points throughout their school career i.e. Speech and Language link, Year One Phonics Screening, Balance, Education and Movement (BEAM).

Where progress is not sufficient, even if Special Educational Needs/Disability have not been identified, we put in place extra support to enable the pupil to catch up. Examples of support include: Speech and Language programmes, additional phonic support, gross and fine motor skills interventions.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted to their needs. For these pupils, and in consultation with parents, we will use a range of assessment tools to try to determine the cause of the learning difficulty. We are experienced in using a number of assessment tools and we have access to external advisors who are able to use their own assessment tools.

The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a personalised plan which is reviewed and revised regularly. At this point we will have identified that the pupil has a Special Educational Need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a Special Educational Need/Disability. If the pupil is able to maintain good progress without the additional and different resources he or she will not continue to be identified with Special Educational Needs/Disability. When there is any change in identification of SEND, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Provision for pupils with SEND whether or not they have EHC Plans

How the primary phase evaluates the effectiveness of its provision for such pupils

Each review of the personalised plan will be informed by the views of the pupil, parents and class/subject teachers including the assessment information from teachers which will show whether adequate progress is being made.

The *SEND Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be a formal annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

School's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs/Disability

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with SEND may have more frequent assessments. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show that adequate progress is being made the personalised plan will be reviewed and adjusted.

School's approach to teaching pupils with Special Educational Needs/Disability

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review 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 SEND most frequently encountered.

SEND Code of Practice (2015, 6.37)

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

How the school adapts the curriculum and learning environment for pupils with SEND

At Saint George's Church of England Primary phase we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with Special Educational Needs/Disability. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors are always seeking to make improvements to support our students as best as possible.

Additional support for learning that is available to pupils with SEND

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and we constantly evaluate interventions to ensure they are fit for purpose. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resources for pupils with high needs, and above that amount the Local Authority should provide a top up to the school.

How the school enables pupils with SEND to engage in activities of the school (including physical activities) together with children who do not have SEND

All school clubs, trips and activities offered to pupils at Saint George's Church of England Primary phase are available to pupils with Special Educational Needs/Disability either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Support that is available for improving the emotional and social development of pupils with SEND

At Saint George's Church of England Primary phase we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and interventions as well as indirectly with conversations adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following; work stations, Lego therapy, quiet areas, visual timetables, specialist equipment, access to a counsellor, mentor time, Early Help, external referral to CYPMHs, time out space for when a child becomes upset or agitated.

Pupils in the early stages of emotional and social development because of their Special Educational Needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

Support for pupils with SEND during the coronavirus (COVID-19) outbreak

At Saint George's Church of England Primary phase we respond to all Government guidelines and temporary changes to special educational needs and disability legislation during the coronavirus (COVID-19) outbreak. During the partial closure of schools, risk assessments were undertaken for children with EHCPs and children were invited into school. Places for children at SEN support level were considered on a case by case basis taking all relevant factors in to account. For those children who did not come into school additional support continued remotely where possible. In the event of further restrictions on schools these procedures will be re-introduced.

SEND Co-ordinator (SENDCo)

The SENDCo at Saint George's Church of England Primary phase is Mrs Tracy Macfarlane who is a qualified teacher and holds the National Award for SEN Co-ordination. She can be contacted by email macfarlanet@saintgeorgescofe.kent.sch.uk and telephone 01474 533082 primary phase extension 300.

Expertise and training of staff in relation to children with SEND and how specialist expertise will be secured

All teachers and teaching assistants have had awareness training in Special Educational Needs. Staff are provided with an overview of each child's needs. Where a training need is identified beyond this we will find a provider who is able to deliver it. We work closely with Specialist Teachers and other advisory bodies.

How equipment and facilities to support children with SEND will be secured

Where external advisers recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

The arrangements for consulting parents of children with SEND and involving them in their education

All parents of pupils at Saint George's Church of England Primary phase are invited to discuss the progress of their children at parent consultation evenings, usually twice per year, as well as receiving an academic written report at the end of each school year. In addition to this, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will be monitored and tracked but will not imply that the pupil has a Special Educational Need or Disability.

If, following this assess, plan, do, review process, improvements in progress are not seen, we will contact parents to discuss additional support and where necessary, the use of internal or external assessments. From this point onwards the pupil will be identified as having a Special Educational Needs/Disability because special educational provision is being made. Going forward parents will be actively supported to contribute to assessment, planning and review of provision for their child. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Consulting and involving children with SEND in their education

When a pupil has been identified to have a Special Educational Need/Disability because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

The arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at school

The normal arrangements for the treatment of complaints are also used for complaints about provision made for Special Educational Needs/Disability. We encourage parents to discuss their concerns with their child's class teacher, SENDCo or Head Teacher before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases. There are some circumstances, usually for children who have an Education, Health and Care Plan where there is a

statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

How the Governing Body involves others, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils

The Governing Body have engaged with the following bodies:-

- Free membership of LIFT for access to Specialist Teaching and Learning Service
- Access to the School Health Team
- Access to an Educational Psychology service as required.
- Access to Speech and Language Therapy Services / Occupational Therapy Services/ Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.

The school's arrangements for supporting pupils with SEND in transferring between phases of education

At Saint George's Church of England Primary phase we work closely with the educational settings used by the pupils before they transfer to us, in order to seek the information that will make the transfer is a seamless as possible. We also work closely with our Secondary phase colleagues and contribute information to pupils' onward destinations by providing information to the next setting.

Information on where the Local Authority's local offer is published

The Local Authority's local offer is published on the internet <https://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without Internet access should make an appointment with the SENDCo for support to gain the information they require.

The contact details of support services for the parents and children with SEND up to age 25 (Code of Practice 2015 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with Special Educational Needs and to children and young people up to age 25 who have a Special Educational Need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to Special Educational Needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

Website: www.kent.gov.uk/iask