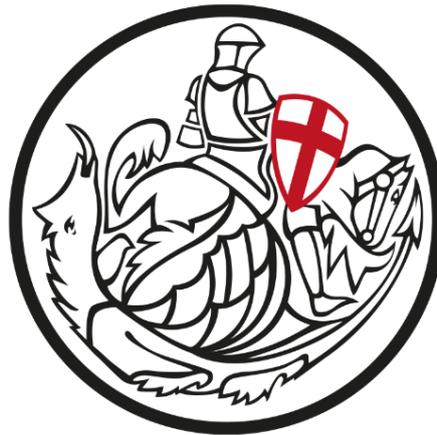


# Saint George's Church of England



## Special Educational Needs and Disability Policy / SEND Information Report

<b>Approved by:</b>	Governing Body	<b>Date:</b> October 2021
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## **Introduction**

This policy is written in line with the requirements of: -

- Children and Families Act 2014
- SEND Code of Practice 2015
- 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 SEND 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

- Behaviour
- Complaints
- Children with Health needs who cannot attend school
- Mental health and well-being
- AAAT Accessibility and Single equality scheme
- Child protection policy
- AAAT Health and Safety policy
- AAAT supporting pupils with medical needs
- Attendance policy
- Teaching, Learning and Assessment policy

## **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.

*SEND Code of Practice (2015, p 15)*

## **Definition of disability**

Many children and young people who have SEND 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 School**

At Saint George's, 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, autism, learning difficulties 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 also currently meets the needs of 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 pupils with SEND**

At Saint George's, we regularly monitor the progress of all pupils. We also use a range of assessments with all the pupils at various points throughout their time with us. In the primary phase these include; Speech and language link, Year One phonics screening, Balance, Education and Movement (BEAM).

Where progress is not sufficient, even if special educational need/disability has not been identified, we can put in place extra support to enable the pupil to catch up. Examples of support include; Speech and Language programmes, reading support, gross and fine motor skills interventions.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted to their need. For these pupils, and in consultation with parents and carers, we will use a range of assessment tools to determine the cause of the learning difficulty, and where appropriate, we will access support from external advisors.

The purpose of this more detailed assessment 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 SEND support plan, and reviewed regularly, and refined/revised if necessary. At this point we will have identified that the pupil has a special educational need/disability 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 be identified with special educational needs/disability. When any change in identification of SEND is made, 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 school evaluates the effectiveness of its provision for such pupils***

Each review of the SEND support plan will be informed by the views of the pupil, parents and class/subject teachers and 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 an 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.

### ***The 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. In addition to this, pupils with special educational needs/disability may have more frequent assessments of reading age, spelling age etc. 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 adequate progress is being made, the SEND support plan will be reviewed and adjusted.

### ***The 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).*

### ***Adapting the curriculum and learning environment for pupils with special educational needs/disability***

At Saint George's we follow the advice in the SEN Mainstream Core Standards <https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-mainstream-core-standards> on how to adapt the curriculum and the learning environment for pupils with special educational needs. 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.

### ***Additional support for learning that is available to pupils with special educational needs/disability***

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure high quality teaching 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 additional support to ensure that it is 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 resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. Where appropriate, we will apply for Higher Needs Funding to the local authority.

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

All clubs, trips and activities offered to pupils at Saint George's 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 special educational needs***

At Saint George's 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 every conversation an adult has with pupils throughout the day.

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 may include; access to a trained ELSA or counsellor, mentor time, external referrals to Early Help and mental health services.

### **The name and contact details of the SEND Co-ordinator (SENDCo)**

The SENDCo at Saint George's is Laura Sisterson, who is a qualified teacher and has been accredited by the National Award for SEND Co-ordination.

Laura Sisterson is available on 01474 533082 or [send@saintgeorgescofe.kent.sch.uk](mailto:send@saintgeorgescofe.kent.sch.uk)

### **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 SEND. Relevant staff are provided with information on the needs of each child and in-house training given as necessary. Where a training need is identified that cannot be met in-house we will find a provider who is able to deliver it. We work closely with Specialist Teachers and other advisory bodies who can provide a wide range of training.

## **How equipment and facilities to support children and young people with special educational needs 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 SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the Kent and Medway Communication and Assistive Technology team.

## **The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at Saint George's are invited to discuss the progress of their children at different points throughout the year as well as receiving a written report(s). In addition, 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 not imply that the pupil has a special educational need/disability. All such provision will be recorded, tracked and evaluated.

If, following the 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 which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs/disability because special educational provision is being made and the parent/carer will be invited and actively supported to contribute to all assessment, planning and reviews of this provision.

In addition to this, parents and carers 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 young people with special educational needs about, and involving them in, their education**

When a pupil has been identified as having special educational needs/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 special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Saint George's are used for complaints about provision made for special educational needs/disability. We encourage parents to discuss their concerns with their child's class teacher (primary phase), SENDCo or Headteacher to resolve the issue, 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 EHCP, 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 school 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 KM Communication and Assistive Technology Team.
- Free access to RNIB Bookshare and Find a Voice

**The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At Saint George's, 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 as seamless as possible.

We also contribute information to a pupil's onward destination by providing information to the next setting.

**Contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people 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](mailto:iask@kent.gov.uk)

**Website:** [www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

### **Information on where the local authority's local offer is published**

The local authority's local offer is published on <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.