



ST. ANDREW'S PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Next review (date):	October 2024

1.0 COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

1. Equality Act 2010: advice for schools DfE Feb 2013
2. SEND Code of Practice 0 – 25 (July 2014)
3. Schools SEN Information Report Regulations (2014) www.sendgateway.org.uk
4. Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
5. The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
6. Accessibility Plan

This policy was created by the SEND Governor in liaison with the SENCO, staff and parents of pupils with SEND.

1.1 CONTACT DETAILS FOR SENCO

St. Andrew's SENCO is Mrs Rebekah Newman. She can be contacted via the school office or directly at senco@st-andrews-laverstock.wilts.sch.uk or on the Admin Office number: 01722 503590.

1.2 ST. ANDREW'S BELIEFS AND VALUES AROUND SEND

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupils who have special educational needs and / or disabilities and that those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers and teaching assistants are able to identify and provide for those pupils with special educational needs and disabilities to enable them to participate in the activities of the school along with other pupils, so far as is reasonably practical and compatible with their special educational provision and the effective education of the pupils with whom they are working.

The school will have regard to the SEND Code of Practice 0 – 25 (July 2014) whilst carrying out its duties toward all pupils with special educational needs and disabilities and will ensure that parents are consulted about the provision of SEND that is being made for their child.

Partnership with parents/carers plays a key role in enabling children to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting that child. All parents/carers of children with special educational needs and disabilities will be viewed as partners and supported in playing an active and valued role in their children's education.

2.0 AIMS AND OBJECTIVES

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

2.1 AIMS

- To recognise that children may require additional support at any time during their school life. This may be as a result of learning difficulties, physical or sensory impairment, social, emotional or mental health needs.
- To provide all children with the opportunity to maximize their potential through the delivery of a broad, balanced and appropriate curriculum.
- To develop self-esteem through showing each child they are valued and by praising all personal achievements.
- To develop the social, moral, spiritual and cultural understanding of each child.
- To ensure that pupils with special educational needs are as fully involved in the life of the class as possible.
- To meet the needs of pupils within the classroom, wherever possible.

2.2 OBJECTIVES

- To ensure that all children with SEND have access to the school's universal provision alongside an Individual Learning Passport to outline targeted and specialist support which will show any different or additional support they might need. For children with more complex needs, St. Andrew's will request advice from outside agencies and together with the child's teacher and parents a My Support Plan will be developed. □ To identify and monitor pupils' individual needs at the earliest possible stage so that the necessary provision can be made.
- To plan, where appropriate, an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set in the child's Learning Passport or My Support Plan are specific, measurable, achievable, realistic and time related.
- To work in close partnership with parents/carers of pupils with special educational needs.
- To involve pupils in the identification and review of their targets identified in their My Support Plan, My Plan or Learning Passport.
- To raise the self-esteem of pupils with special educational needs through the identification and acknowledgement of the progress they achieve.
- To ensure that all those who are involved in the child's learning understand how best to support the child.

3.0 IDENTIFYING SEND

3.1 TYPES OF SEN

SEN is divided into 4 types:

<p>Communication and Interaction: this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.</p>	<p>Cognition and Learning: this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.</p>
<p>Social, Mental and Emotional Health this includes children who may be withdrawn or isolated, disruptive or anxious, hyperactive or lacking in concentration.</p>	<p>Sensory and/or Physical Needs this includes children with sensory, multi- sensory and physical difficulties.</p>

The purpose of identifying 4 types of SEND is to enable the school to take appropriate action - it is not to fit a child into a particular category. At St. Andrew's, the needs of the whole child are considered.

3.1 OTHER NEEDS WHICH ARE NOT SEND BUT MAY IMPACT ON PROGRESS AND ATTAINMENT

Behavioural difficulties

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. However, in practical terms behavioural difficulties may lead to children being registered on the SEND register so that they can access appropriate support for their SEMH needs.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long- term and substantial adverse effect on their ability to carry out normal day-to-day activities’. 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Slow progress and low attainment

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours

Whilst persistent disruptive or withdrawn behaviours can compromise progress and attainment they do not necessarily mean that a child or young person has SEN.

English as an additional language

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Attendance and Punctuality

All children should attend school regularly and punctually so as to achieve the best possible education through an optimum use of their time at school. Poor attendance and lateness can lead to lower attainment and progress.

Health and Welfare

All children have a right to be protected from harm. Children cannot learn effectively if they do not feel secure.

Pupil Premium and Service Children's Grant

"Pupil Premium" refers to grants allocated for children who are, or have been, in receipt of Free School Meals and Looked After Children (all children who have been in care for at least one day in year groups Reception to Year 11). The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at pupils from disadvantaged backgrounds to ensure they benefit from the same opportunities as pupils from less deprived families.

Service Children's Grant refers to grants allocated to children whose parent(s) are serving in the Military. Whilst the attainment of service children, on average, is above that of their peers, they face unique challenges and stresses. The extra funding will help schools focus on providing additional (mainly pastoral) support to Service children, if required.

The 'Adopted from Care' Pupil Premium grant is received to support the education of those children in the school who have been adopted.

As a school we observe two key duties:

1. We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
2. We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

The school's Equality Policy, Anti-Bullying Policy and the Accessibility Plan can be found on the school website.

4.0 A GRADUATED APPROACH TO SEND SUPPORT

This section sets out the process by which St. Andrew's identifies and manages children with SEND.

4.1 IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to pupils' needs. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

St. Andrew's will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs all of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making satisfactory progress, the class teacher in consultation with the SENCO and the child and parents, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class, we will further assist the child through SEND support.

The school uses Pupil Progress Meetings to record and maintain information about the identification, assessment and provision for each pupil as well as those with SEND. Pupil Progress Meetings take place 3 times per year. A register is kept of pupils with SEND. Learning passports and My Support Plans are used to record additional provision for pupils on the SEND register.

4.2 A GRADUATED APPROACH TO SEND

At St. Andrew's we adopt a quality first approach. The key characteristics of high quality teaching are:

- Highly focused lesson design with sharp objectives scaffolded to meet individual learning needs
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.
- Use of appropriate resources and approaches to remove barriers to learning for children with SEND.

4.3 THE ASSESS, PLAN, DO AND REVIEW CYCLE FOR SEND Assess

In identifying a child as needing SEND support the class teacher, working with the SENCO, should 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, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. As part of this information gathering process the school can use the checklists found in Wiltshire Graduated Response to SEND Support (GRSS) and in some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them, if the parents agree, and if it is deemed appropriate.

Plan

Where it is deemed appropriate to provide a pupil with SEND support, this shall be done in consultation with the parents. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs and the outcomes sought. Any targeted or specialist provision should also be recorded on the Learning Passports and My Support Plans as appropriate.

Do

The class teacher is responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They should 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 should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

4.4 MANAGING PUPILS' NEEDS ON THE SEND REGISTER

All children on the SEND Register will have a Learning Passport. They may also have a My Support Plan, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the My Support Plan or My Plan (EHCP). These are designed to be working documents which are updated to reflect the current needs of the child.

Review meetings will take place three times a year for pupils with a My Support Plan. Parents and pupils will be involved in reviewing progress and setting new outcomes. Learning Passports will be shared with parents at Parent Consultation evenings.

Class teachers are responsible for evidencing progress according to the outcomes described in the Learning Passport, My Support Plan or My Plan. Class teachers are also responsible for maintaining and updating Learning Passports or My Support Plans. These are then shared with everyone involved with the child. The SENCO monitors all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

4.5 EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In Wiltshire, these assessments are called a "My Plan" but are usually known as an EHCP. Typically a pupil with these complex needs would already have a My Support Plan in place. The SENCO will request a SEND Lead Worker to support parents and the school with this process.

5.0 CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's usual monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires further additional assistance then the procedures set out in this policy will be followed.

6.0 SUPPORTING PUPILS AND FAMILIES

Parents are welcome to read the Local Authority's offer at www.wiltshirelocaloffer.org.uk. Parents are advised to read the St. Andrew's SEN Information Report and Policy and view the whole school provision map.

Class teachers, in partnership with the SENCO, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCO will liaise with the class teacher to assess pupils' eligibility for access arrangements.

St. Andrew's teachers liaise with colleagues within the school to ensure smooth transitions between classes.

St. Andrew's supports all pupils as well as those with SEND to move successfully to secondary school. The SENCO discusses the needs of individual SEND pupils with the SENCO at the new school to facilitate the transition. Extra familiarisation sessions can be arranged if this is deemed to be beneficial.

7.0 SUPPORTING PUPILS AT SCHOOL 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. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found on the school website in the policies section.

8.0 ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make every effort to ensure the child's needs are fully met. If a child is transferring into the school with a My Plan, or has been receiving extra support in their previous school or educational setting, the continuation of this support will be negotiated with the LEA to ensure their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

9.0 MONITORING AND EVALUATION OF SEND POLICY AND PROVISION

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice and the quality of teaching by the Headteacher, Deputy Head and the school's Local Authority partner as well as Ofsted Inspectors.
- Analysis of pupil tracking data for progress and attainment 3 times per year
- Evaluation of intervention programmes every long term - 3 times per year
- Pupil Progress meetings 3 times per year
- Monitoring of procedures and practice by the SEND governor and SENCo
- School Self-Evaluation document
- School Development Plan
- Local Authority moderation process (SIA) and OFSTED inspection arrangements
 - Meetings of parents and staff, both formal and informal.

10.0 TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. In addition, SEN training is provided at staff meetings for all teachers and also Teaching Assistants according to school need.

The school's SENCO regularly attends the Wiltshire SENCO conferences and more local Cluster Schools' SENCO network meetings in order to keep up to date with local and national updates in SEND.

11.0 ROLES AND RESPONSIBILITIES

11.1 GOVERNOR'S ROLES

The Governing body of this school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the 'responsible person' e.g. the Headteacher, SENCO or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.

- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child's special educational provision and learning needs.
- Report to parents/carers on the implementation of the school's policy for children with special educational needs.
- Have regard to the Special Educational Needs and Disability Code of Practice (2014) whilst carrying out its duties towards all children with special needs.
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- Be involved in developing and monitoring the school's SEND policy.
- Be familiar with and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- Ensure SEND provision is an integral part of the School Development Plan.
- Ensure the quality of SEN provision is continually monitored.

11.2 SENCO

Currently, the SENCO is Mrs Rebekah Newman who is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the Special Educational Needs policy.
- Providing advice to staff and liaising with them on the completion and implementation of Learning Passports, My Support Plans and EHCPs including reviews.
- Overseeing and maintaining designated SEND resources
- Liaising with parents/carers of children with special educational needs.
- Liaising with external agencies including the Local Educational Authority's support and educational psychology services, health and social services and educational welfare.
- Attending relevant courses to develop special educational needs provision.
- Organising relevant in-service training of staff.
- Monitoring, evaluating and reporting on provision to the SEND governor on a termly basis.
- Co-ordinating provision for pupils with special educational needs in liaison with the class teacher, TA (Teacher Assistant) and Headteacher. □ Attending Pupil Progress Meetings.

11.3 MEMBER OF STAFF

Mrs Fernie, as the Headteacher, oversees the school's legal responsibility for meeting the needs of pupils with medical conditions.

12.0 STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored in locked cupboards and on the school secure network.

SEND records will be passed on to a child's next setting when he or she leaves St. Andrew's. Storing and managing SEND records is in line with St. Andrew's Data Protection in Practice document and the School Data Retention guidelines.

13.0 ACCESSIBILITY

There is wheelchair access to all parts of our school and playground.

St. Andrew's identifies and removes barriers to learning by providing all pupils with a broad and balanced curriculum, scaffolded and adjusted to meet the needs of individual pupils and their preferred learning styles;

Current targets, strategies and outcomes of St. Andrew's accessibility planning approach include continuing to seek and follow the advice of LA services, appropriate health professionals and guidance from the DfE.

St. Andrew's increases and promotes access for disabled pupils to the curriculum by:

- (i) Setting suitable learning challenges
- (ii) Taking account of pupils' diverse learning needs,
- (iii) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

St. Andrew's improves the delivery of written information to disabled pupils by taking account of the needs of pupils and visitors with physical difficulties and sensory impairments. These needs are also taken into account when planning and undertaking improvements and refurbishments of the site and premises, such as improved access, lighting, acoustics and colour schemes and more accessible fixtures and fittings.

Parents and carers can contact the SENCO via the school office, senco@st-andrewslaverstock.wilts.sch.uk or on the school office number: 01722 503590.

Parents are welcome to read the St. Andrew's Accessibility Plan. It can be found on the website or is available from the office.

14.0 COMPLAINTS

If parents or carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and the Headteacher. Should the matter still be unresolved, the chair of governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

15.0 DEALING WITH BULLYING

St. Andrew's does not tolerate bullying of any pupil. St. Andrew's deals with bullying in accordance with the St. Andrew's Anti-Bullying Policy (see website).

16.0 DATE OF REVIEW

This policy will be reviewed every year.

Policy reviewed: November 2023

Next Review due: October 2024

17.0 REFERENCES AND RELEVANT POLICIES AND PROCEDURES

Guidance from the SEND Code of Practice (June 2014)

Equality Act 2010 advice for school DfE (2014)

Children's and Families Act 2014

NASEN help sheet for updating SEN Policy for schools (www.nasen.org.uk)

Statutory Guidance on supporting pupils at school with medical conditions April 2014

St. Andrew's Accessibility Plan, Anti-bullying Policy, Complaints procedure

Information Management Policy, Managing Medical Conditions in School policy,
Safeguarding and Child Protection Policy