



St. Lucia's C of E Primary School & Nursery

SEND Policy

Objectives and Principles:

We endeavour to monitor all children who are not making progress in the 4 broad areas specified in the SEND code of practice:

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Behaviour, emotional and social development
- ❖ Sensory and/or physical development

We work closely with parents and children to listen to their views and build on children's previous experiences, knowledge, understanding and skills. Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND.

Parents are encouraged to discuss any issues and concerns with their child's class teacher. They may also wish to speak to the SENCo/head teacher or the SEND Governor.

We believe that all practitioners are teachers of children with SEND and differentiate according to the needs of the children in their care. Monitoring the progress of all children is an ongoing process which enables early identification of any children who may require additional or different provision to be made.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policies for:

- Equal Opportunities
- Behaviour and Anti-Bullying
- Inclusion documents including: Disability Equality scheme

Accessibility plan

Gender Equality Scheme

Race Equality Scheme

We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children, and systems for early identification of barriers to learning and participation.

Children with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

SEND provision

Roles and Responsibilities:

Responsibility for co-ordinating provision for SEND within the school is held by the SENCo/Head teacher, Governing body, teaching staff, support staff, parents and a range of external agencies

Responsibilities of the governing body (in cooperation with the head teacher)

- ❖ To make every effort to see that the necessary special arrangements are made for any pupil who has SEND to enable them to join in everyday activities
- ❖ To determine the schools general policy, which has regard to the Code of Practice, and to provision for children with SEND
- ❖ To establish appropriate staffing and funding arrangements
- ❖ To make sure that the teachers are aware of the importance of identifying pupils who have SEND and providing the appropriate teaching
- ❖ To appoint a governor with special responsibility for SEND to monitor closely the school's work on behalf of SEND
- ❖ To report to governing body termly on the effectiveness of the SEND policy
- ❖ To report to parents annually on the schools SEND policy

- ❖ To ensure that parents are notified by the school when SEND provision is being made for their child
- ❖ To make sure that the 'responsible person' makes all staff who are likely to teach the pupil aware of those needs
- ❖ To consult LA and governing bodies of other schools when it seems necessary to coordinate SEND teaching in the area
- ❖ To update school's SEND policy and other related documents

Responsibilities of the head teacher

- ❖ To manage all aspects of the school's work, including provision for those children with SEND
- ❖ To ensure all teaching staff are aware of and understand the SEND and related policies
- ❖ To keep the governing body fully informed
- ❖ To work closely with the school's SENCO

Responsibilities of the SENCO

- ❖ To coordinate provision for those children with SEND in line with the schools SEND policy
- ❖ To ensure liaison with parents and relevant professionals in respect of children with SEND
- ❖ To advise, support and liaise with other staff where practicable - termly meetings to discuss SEND record and update records
- ❖ To ensure that One Page Profiles and Pupil Centred Plans (PCPs) are in place
- ❖ To ensure that relevant background information about children with SEND is collected, recorded and updated
- ❖ To contribute to the CPD of the staff
- ❖ To monitor progress of SEND pupils across foundation stage, KS1 and KS2
- ❖ To update school's SEND policy and other related documents

Responsibilities of the Class Teacher

- ❖ To identify when children are not making expected progress, assess and intervene
- ❖ To liaise with parents to inform them of any additional or different provision being given
- ❖ To differentiate and monitor progress being made by children with SEND
- ❖ To ensure that information about children with SEND is collated and kept up to date
- ❖ To complete structured conversations, PCP reviews and new PCPs on a termly basis

- ❖ To ensure all staff who work with children, including supply teachers, are aware of children with SEND
- ❖ Liaise with SENDCo regarding any concerns, progress made, significant changes in relation to children with SEND

Responsibilities of other teaching staff

- ❖ Supporting children with SEND - being aware of their current targets
- ❖ Liaising with class teacher to support child's progress towards targets
- ❖ Involvement in review meetings, and new target setting

Admissions:

We are an inclusive school and welcome all children to our school, endeavouring to ensure that appropriate provision is made to cater for their needs in the context of available resources.

Children with SEND who are due to be admitted to the school at any age should be accompanied by the relevant documentation, including advice/recommendations of external agencies.

Children with SEND are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to address the issues.

Identification/Assessment and review

Identification/Assessment and Review procedures

The school recognises that there is a continuum of needs. If a teacher identifies a child who may have SEND it may be necessary to devise a PCP.

Monitoring

This stage is characterised by the need to provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum. At this point, the child's class teacher will have raised their concerns at the termly SEND staff meeting and the child may be added onto the SEND record at Monitoring Level.

After a period of monitoring, if the class teacher does not feel that progress is being made, then the child will move to the next stage.

One Page Profile/Structured Conversations

At this stage, parents/carers will be invited to attend a meeting with the class teacher. They will have an opportunity to contribute their knowledge and understanding of their child and this information will be used to fill out a 'One Page Profile'. Also, at this meeting, the parents/carers will be able to raise any concerns they may have about their child's needs, ask any questions and discuss the provision and targets for their child. The parents will receive a copy of the One Page Profile, their child's PCP and notes from the meeting.

At this stage, the SEND provision for the child involves:

- ❖ Ensuring that specific individual targets are identified, strategies put into place, and recorded on a PCP
- ❖ PCPs are reviewed with children and new targets discussed. Depending on the child, this can be done as part of a subsequent structured conversation with parents and class teacher, or prior to this meeting. These will be shared with parents and new measurable targets agreed taking into account parental views
- ❖ PCPs are reviewed termly and an opportunity to have a structured conversation offered to parents/carers and their child before drawing up new targets.
- ❖ If adequate progress is not made after a period of intervention and review, the teacher in consultation with the parents/SENCo/head teacher may decide to seek further support and advice

Many external agencies are available and advice, support and resources can be sought to further support a child's learning or to assess whether a child may have a specific learning difficulty. We may request a report from Occupational Health or refer a child to a Learning Support Advisory Teacher etc.)

- ❖ Specific guidance is given through a report and discussion with the external agency to help to draw up new targets for a child's PCP

- ❖ The class teacher in consultation with the parents/SENCo/LSAT or other external agency will review and monitor progress following this additional support
- ❖ External agencies advice and recommendations about applying for an Educational Health Care Plan will be sought where necessary/appropriate
- ❖ If adequate progress is not made after a period of intervention and review, it may be necessary for the school and parents to consider whether an application for an EHCP is required

Application for an EHCP

When a request for an EHCP is made by the school to the LA, the child will have demonstrated significant cause for concern.

- ❖ Information will be requested from the school about:
 - ❖ Completion of LA statutory assessment form
 - ❖ All interventions and outcomes
 - ❖ One Page Profiles, PCPs, PCP reviews
 - ❖ Costed provision map
 - ❖ All reports from external agencies

Information will also be requested from the parents/carers to support the application.

Record-Keeping

- ❖ Class teacher is responsible for maintaining and updating all PCPs for children in their class. SEND records for individual children are kept in SEND files by the class teacher.
- ❖ SEND record updated termly

Resources:

There is a delegated funding for SEND and a proportion of the money is allocated towards resources.

Review:

- ❖ the SEND policy is subject to a regular cycle of monitoring, evaluation and review annually
- ❖ SEND is part of our school self-evaluation arrangements

This policy was agreed at the Curriculum Committee and adopted by the full Governing body on September 2015

Signed.....

Role of signatory.....

This policy has been reviewed in April 2020

This policy will next be reviewed in April 2021

Appendix 1 – Staffing and Support Services:

SENDCo – Mrs. S. L. Woolley

Classroom Support – generally allocated to the following classes:

Class 1 –

Class 2 – Mrs. S. Price

Class 3 – Mrs. L. Nelson

Class 4 – Mrs. S. Broome

Other TAs: Mrs. T. Wood

Mrs T Allen

SEND Governor Mrs E Greenaway

External Agencies:

- ❖ Sensory Impairment
- ❖ Educational Psychologist
- ❖ SALT Speech and Language Therapy
- ❖ SLICC
- ❖ Occupational Therapy/Physiotherapy
- ❖ Child and Family Services
- ❖ School Health – School Nurse
- ❖ Local Health Authority – Consultant Paediatricians/GPs
- ❖ Educational Welfare
- ❖ Social Services

Outreach Support:

- ❖ Woodlands Outreach
- ❖ Parent Support Networks

Appendix 2 – Professional Development

- ❖ SENDCo attending SENDCo updates regularly, ensuring staff are kept up to date
- ❖ Governor training – the SEND governor has been on training
- ❖ Mrs L. Nelson and Mrs L. Collins attended a dyslexia course in March 2018
- ❖ All staff are receiving training to support children with emotional needs. Restraint handling training was completed in 2018 and several sessions of Mental health and well-being during 2019.

Appendix 3

Application for EHCP

Decision that EHCP is not needed:

If the LA decides it is not necessary for a child to have an EHCP they will write to the parents and the school to explain the reasons. The child will continue with a PCP and their progress will be monitored regularly.

An appeal against this decision may be made.

Decision that EHCP is needed:

After deciding to follow through with an EHCP, the LA will seek further parental, educational, medical, psychological and social services advice. This may involve a child being called for further examinations and assessments. A draft EHCP will be drawn up and a copy sent.

Annual Reviews:

All schools are required to review the EHCP annually. All parties involved with the child are then asked to contribute to a formal review of his/her progress and are invited to attend the **annual review meeting**. Levels of support are then reviewed and further action taken if appropriate. The child's EHCP should then be amended to reflect these changes.

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