



Policy for Special Educational Needs and Disabilities (SEND)

INTRODUCTION

This policy explains how St Andrew's CE Infant School makes provision for pupils with SEND, in line with the school values and with current legislative requirements in relation to the identification, teaching and learning of pupils with Special Educational Needs. The policy complies with the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- SEND Code of Practice 0 - 25 (2014)
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan

All of our school policies are interlinked and should be read and informed by all other policies.

DEFINITION OF SEND

The 2014 Code of Practice 0-25 years says that 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.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational Needs Coordinator: Mrs G Butterworth

SENCO Award status: Achieved

Appointed: September 2020

Senior Leadership Team: Yes

The SENDCo at St Andrew's is Mrs Butterworth. However at St Andrew's we believe that every teacher is a teacher of children with special educational needs. Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator.

The SEN Information Report and School's Contribution to the Local Offer provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. The SEN Information Report and School's Contribution to the Local Offer is available from the school office and the school's website. www.standrewsinfants.co.uk



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St. Andrew's CE Infant School is a mainstream school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

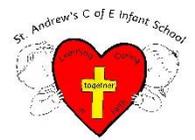
POLICY AIMS

- Our school community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We aim to maintain a Christian ethos that encourages a life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures.
- We are committed to meeting the special educational needs of pupils and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We aim to raise the aspirations of and expectations for all pupils with additional or special educational needs.
- This policy aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

POLICY OBJECTIVES

In order to achieve these aims, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need;
- Ensure that students with SEND engage in activities alongside those students who do not have SEND;
- Identify pupils with SEN as early as possible and to make appropriate intervention through using appropriate teaching methods;
- Identify pupils of all ability who are underachieving, act upon this and support pupils to make optimum progress.
- Provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy;
- Provide support and advice for all staff working with special educational needs pupils;
- Develop partnerships with parents / carers in the education of their child and involve parents /carers and pupils in the review process;
- Produce an annual SEN Information Report.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND



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IDENTIFYING SPECIAL EDUCATIONAL NEEDS

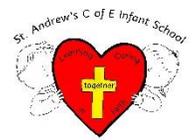
The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning. At St Andrew's we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book monitoring and pupil progress meetings. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

It is really important that in school we identify pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCo will liaise closely with the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties. Class teachers discuss any concerns with the SENCo and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy.

Despite appropriate, good quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as an Educational Psychologist, Support Services, the Special Educational Needs and Disability Service (SENDS) or similar. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, School nurse, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.



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IDENTIFYING OTHER FACTORS THAT MAY IMPACT UPON PROGRESS

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

QUALITY FIRST TEACHING

Quality first teaching, differentiated for individual learners, is the first step in responding to children and young people who have or may have SEND. High expectations will be set by teachers for every learner whatever their prior attainment.

- highly focused lesson design with sharp objectives
- 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.

Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEND, St Andrew's takes action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.



THE GRADUATED APPROACH TO SEN SUPPORT: Assess - Plan - Do - Review

The key principles:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning work for children with special educational needs, teachers give due regard to information and targets contained in the children's Individual Education Plans (IEPs) and or Pupil Profile. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

ASSESS

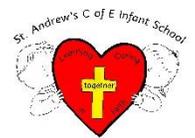
In identifying a child as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. St Andrew's takes seriously any concerns raised by a parent. Assessments are looked at and in some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them (if the parents agree).

PLAN

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENDCo 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, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

DO

The class teacher should remain 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 or subject teacher, they should still retain responsibility for the pupil. They should work closely with any



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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 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.

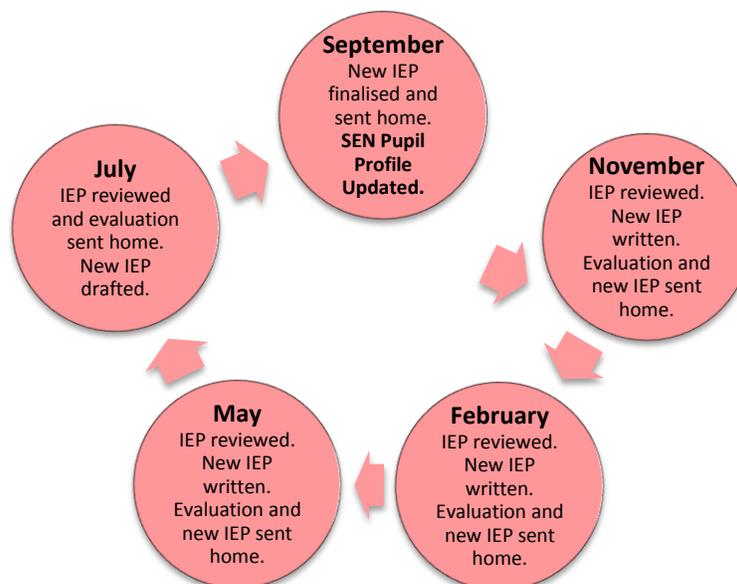
REVIEW

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 or subject teacher, working with the SENDCO, 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.

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

- monitoring of classroom practice by the Headteacher, SENDCO, SLT
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

The IEP Cycle





PROVISION AND PROVISION MAPPING

The provision which the school makes is fully detailed in the SEN Information Report and School's Contribution to the Local Offer which is available from the school office or on the website: www.standrewsinfants.co.uk

- Provision for any pupil with an existing Education, Health and Care Plan (EHCP).
- Any additional provision for all children (whether or not they have SEND) will be carefully recorded ('mapped') by the SENCo. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information will then be scrutinised by the Senior Leadership Team and SENCo to ensure that the effectiveness and efficiency of provision is maximised.
- Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the CAF (Common Assessment Framework for children and young people) process which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website: <http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139>

As a result of the CAF process, parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment of a pupil's needs i.e. apply for an Education, Health and Care Plan (EHCP). Further information on this process may be found at www.lancashire.gov.uk/SEND

SUPPORTING PUPILS AND FAMILIES

- The Local Authority's Local Offer (Regulation 53, Part 4) may be found at www.lancashire.gov.uk/SEND. This links back to the school's SEN Information Report and School's contribution to the Local Offer, which details how the school works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools;
- Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents;
- The school's statutory SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) is available on the school website;
- To support families and pupils, we will continue to update the information in the SEND section of our website and include links to other agencies;
- Pupils with special educational needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.



SUPPORTING PUPILS AT SCHOOL WITH DISABILITIES

The school Disability Equality Scheme sets out how the governing body will promote the equality of opportunity for all. The school recognises that pupils at school with disabilities should be properly supported so that they have full access to education, including school trips and physical education appropriate to need.

To ensure access for pupils or parents with disabilities the school has been adapted in the following ways:

- Widened doorways
- Slopes to allow access to the building
- 2 disabled toilets

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;
- Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, a Medical Information Card with the pupil's photograph, stating emergency procedures and contact details will be included in the front of the class register and further details will be held in a secure location in the school office;
- Some pupils may also have Special Educational Needs (SEN) and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Provision will be made for these pupils in accordance with their EHCP.
- The school's policy for supporting pupils with medical conditions can be obtained from the school office.

CHILDREN LOOKED AFTER (CLA) BY THE LOCAL AUTHORITY

- Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Social Services.

MONITORING AND EVALUATION OF SEND

- The SENCo will report annually on the efficient and effective use of resources for pupils identified as having SEND;
- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section (above);
- For pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;



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- The SENCo will collect and analyse tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision;
- The SENCo will liaise with the SEN Governor once per term and they will jointly produce a report on the quality and effectiveness of SEND provision;
- As part of the School Development Plan, the SENCo will produce an annual action plan and updates progress against this on a termly basis.

TRAINING AND RESOURCES

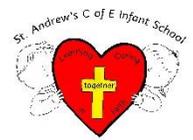
- The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced;
- The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Headteacher;
- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENCo are met from the main school budget;
- 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. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCo is aware of relevant courses within the local area relating to SEND. All staff to have access to this information and the SENCo advises as necessary;
- Whole school training on SEND is arranged, as appropriate and teaching assistants are invited;
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND;
- All teachers and support staff undertake induction on taking up a post and this will include a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils;
- The school's SENCo regularly attends the Local Authority's SENCo Cluster meetings in order to keep up to date with local and national updates in SEND;

ROLES AND RESPONSIBILITIES

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND;
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities;
- The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school;
- The SENCo is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing Individual Education Plans (IEPs) and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with



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SEND into the school and into high school; liaising with the SEN Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEN;

- Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a child's IEP and focused in-class support whilst encouraging independence;

STORING AND MANAGING INFORMATION

- Documents relating to children with SEND are stored in a locked cupboard in school and/or on an encrypted electronic storage device. Some documents, such as IEPs are held on the school's server in an area which can only be accessed by teachers. Records relating to children who have left are passed to the new school as soon as is practical.

REVIEWING THE POLICY

- This policy will be reviewed on an annual basis. The process of review will involve the SENCo, the SEND Governor, the Chair of Governors and the Headteacher. Review of the policy will take into account:
 - The progress made by students with SEND at the school;
 - The success of the school at including students with SEND;
 - Any recommendations from Ofsted or the LA about improving practice;
 - Any factual changes, such as names of personnel.

ACCESSIBILITY

- The school's accessibility plan is available from the school office;
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the SEN Information Report and School's Contribution to the Local Offer;
- School operates an Open Door policy so parents can contact the school office (01772 423339) at any time throughout the day to arrange an appointment to see a member of staff. Teaching staff are available every morning before school and every afternoon immediately after school without prior appointment.

DEALING WITH COMPLAINTS

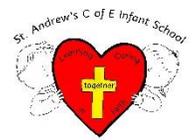
- If a parent of a pupil with SEND is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENCo.
- Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

BULLYING

- The school's Anti-Bullying Policy is available from the website or the school office.
- Further details about how the school keeps children with SEND safe can be found in the SEN Information Report and School's Contribution to the Local Offer on our web-site.



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List of personnel involved in SEND issues

NAME	POSITION
Mrs P. Corry / Mrs K. Hutchins	Head teacher / Acting Head teacher
Mrs G. Butterworth	SENCo & Behaviour Lead
Mrs A. Fellows	SEN Governor
Mr A. Bluck	Chair of Governors
Mrs P. Corry / Mrs K. Hutchins	Assessment Co-ordinator
Mrs P. Corry / Mrs K. Hutchins	Managing Medical Needs Responsibility
Mrs P. Corry / Mrs K. Hutchins Mr M. Simpson Ms S. Beardwood	Designated Teacher with Specific Safeguarding Responsibility
Mrs P. Corry / Mrs K. Hutchins	Managing PPG/LAC funding Responsibility

Signed: Signed copy held in school

(Headteacher) Date:

Signed: Signed copy held in school

(Chair of Governors) Date:

Next Review Due: September 2021