

Learning, Caring and Growing Together in Faith



St Andrew's C of E Infant School Policy for Special Educational Needs and Disability (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.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (1.9.2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (1.9.2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was co-produced in the spirit of current reform
- The policy was developed in line with other school policies

ROLES AND RESPONSIBILITIES

- The person with responsibility for Special Educational Needs at St Andrew's C of E Infant School is Mrs Andrea Ashcroft SENDCo
- Contact details: a.ashcroft@st-andrews-inf.lancs.sch.uk Tel: 01772 423339
- The SENDCo is a member of Senior Leadership Team
- St Andrew's C of E Infant School is a fully inclusive school where every child is educated to the best of their ability and where they can have all their needs met by the teaching and support staff.
- Staff actively promote equality for all members of the school community.
- The SEND Governor has meetings with the SENDCo and reports termly to the full board.
- The Head teacher, Mrs Jayne Woan, is responsible for managing LAC funding (supported by the SENDCo)
- Mrs Andrea Ashcroft is responsible for managing the school's responsibility for meeting the

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medical needs of pupils.

AIMS

At St Andrew's C of E Infant School we:

- Provide a safe, stable, enriching and stimulating environment
- Value and respect each other, providing good role models
- Develop confidence, independence and high self-esteem
- Provide opportunities for all children and members of our school community
- Aim for everyone to achieve academically, physically, creatively and socially

We are committed to meeting the special educational needs of pupils to ensure that they make progress. We aim to raise the aspirations of and expectations for all pupils with SEND and our focus is on outcomes for children. We believe that all children should:

- Be involved in their learning and conveying their views
- Be offered full access to the National Curriculum at a level appropriate to their needs, encouraging children to reach their full potential

And the school:

- Will liaise with parents, carers and support agencies, working together for the benefit of the child

OBJECTIVES

In order to achieve our aims and ensure that pupils with SEND achieve their full potential and make progress we:

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provide in the SEND Code of Practice, 2014
- Ensure that pupils share responsibility for their learning as they move through school
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs and Disability Co-Ordinator (SENDCo)
- Provide support and advice for all staff working with special educational needs pupils
- Involve SEND pupils in target reviews and have regular sessions dedicated to working towards their targets

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

In the Code of Practice 2014 there are 4 broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St Andrew's C of E Infant School we identify the needs of pupils by considering the needs of the whole child and not just the special educational needs of the child. We ensure that all of our children access the entire curriculum, including sports inclusion and extra-curricular activities.

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There are some areas of need that are not SEN but may impact on progress and attainment, eg:

- Disability (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Poor behaviour (identifying behaviour as a need is not an acceptable way of describing SEND. Poor behaviour is an underlying response to a need which we identify through working closely with the child and his/her carer).

A GRADUATED RESPONSE TO SEN SUPPORT

St Andrew’s C of E Infant School identifies and manages children with SEND by following the school’s Provision Map by Areas of Need (Appendix 1) and The Graduated Approach (Appendix 2). This document outlines 4 areas of intervention:

- 1 – Quality First Classroom Teaching (through differentiation)
- 2 – Specific Focused Support (through intervention)
- 3 – Specific Targeted Support (SEN Teaching)
- 4 – Education Health Care Plan

This policy relates to elements 3 and 4 only. Children identified as SEND have specific targeted teaching to address their individual area of need. These needs are recorded on Targeted Learning Plans (Appendix 3) and these pupils are on our SEND register.

Children are only identified as SEND children (with a Targeted Learning Plan, 3) when 1 and 2 have already taken place and the child is still not making adequate progress. The class teacher remains responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support will follow, directed by the teacher, before a decision is made about a child having a Targeted Learning Plan.

Members of the Senior Leadership Team regularly monitor 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. This is done at termly pupil progress meetings and lesson observations by the Senior Leadership Team and by consultation with the SENDCo.

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The school decides whether to make special educational provision by consultations involving the teacher and SENDCo. They consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. Where necessary, for specific and higher levels of need, St Andrew's C of E Infant School involves external agencies and professionals to carry out specialised assessments. Examples include Independent Inclusion Teachers, Educational Psychologists, Speech and Language Therapists, Paediatricians and CAMHS.

The decision made to place pupils on the school's SEND register is made by applying the ASSESS - PLAN - DO - REVIEW cycle.

Parents, families and children are involved in this process at every step from initial concern to formal assessment of need.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

There is now a single category of support, SEN SUPPORT. The graduated approach described above is personalised to meet the specific needs of a child.

Targeted Learning Plans are used to assess, plan and deliver appropriate provision. This states exactly what needs have been identified and what outcomes are to be achieved within an agreed time frame. It also states who is responsible for maintaining and updating the plan. The teacher is accountable and has responsibility for evidencing progress and measuring impact according to the outcomes described in the plan.

The class teacher is responsible for keeping the plan up-to-date and can consult with the SENDCo at any time. Designated support staff often work with children on their Targeted Learning Plans, but always under the guidance of the class teacher. These Targeted Learning Plans are reviewed termly and needs feed into pupil progress meetings. The SENDCo also keeps copies of all plans and monitors their impact.

The level of provision decided is in line with the provision stated in the school's Local Offer (Appendix 4 or follow the link on the school website).

If we are unable to fully meet the needs of a pupil through our own provision arrangements, then the relevant expertise will be sought to identify and support a particular child. The process for engaging additional support and engaging specialist services is via the SENDCo. The SENDCo monitors this and with the Headteacher costs it in line with LA guidance.

If the school identifies that additional funding and support are needed from the LA High Needs Block then a request for statutory assessment for an Education Health Care Plan is submitted. A costed provision map specific to the child and any professional reports already generated will be sent to the LA to support the request for additional funding. Any referral documentation needs to be completed in line with LA guidance. Pupils and parents are involved in this process and parental consent is required along with the voice of the child and parental responses.

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CRITERIA FOR EXITING THE SEN RECORD

When the impact of the Targeted Learning Plan is evident and the needs of the child are met (and it is agreed that their future needs can be met through Quality First Teaching and Focused Support) then a child exits the SEND Register. This decision is made by the class teacher and the SENDCo. Parents are notified of this decision and invited to discuss further with the teacher. Pupils will remain on the SEN Watchlist for close monitoring.

SUPPORTING PUPILS AND FAMILIES

The LA local offer (*Regulation 53, Part 4 of the Special Educational Needs and Disability Regulations 2014*) is published on the LA website; follow the link from the school website:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>.

Links with other agencies to support the family and pupil are available from this site.

Admission arrangements can they be found on the LA website:

<https://www.lancashire.gov.uk/children-education-families/schools/apply-for-a-school-place/>

The school's SEN Information Report is also on the school website (*Regulation 51, Part 3, section 69(3)(a) of the Children and Families Act 2014*)

http://www.standrewsinfants.co.uk/serve_file/10717348 under 'SEN Information report.'

At St Andrew's C of E Infant School pupils with SEND are able to access exams and other assessments and these arrangements are made through the SENDCo and SLT.

Transition – from class to class, across key stages and to another school – including Secondary School is managed by the class teacher, phase leader, SLT and SENDCo according to need.

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 (SEND) 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. In such cases the SEND Code of Practice (2014) is followed.

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Arrangements in place in school to support pupils at school with medical conditions and the details of the school's policy for supporting pupils with medical conditions is on the school's website. Please see the Medicine Policy to find out more about how the school manages the medical conditions of pupils.

MONITORING AND EVALUATION OF SEND

St Andrew's C of E Infant School regularly and carefully monitors and evaluates the quality of provision we offer all pupils. This is done at pupil progress meetings each term, at Parent's Evening and by taking account of parent views, pupil views and staff views. Any findings are reported to the school governors.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

SEN is funded by the Local Authority as a budget which is costed and monitored by the Head teacher and SENDCo. Additional funding is requested by the SENCO according to need.

Training needs of staff are identified at pupil progress meetings, during staff meetings and as a result of any local/national changes in SEND; training sessions are subsequently planned and monitored by the SENDCo. 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 teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo 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 SENDCo regularly attend the LAs SENDCO network meetings in order to keep up to date with local and national updates in SEND.

STORING AND MANAGING INFORMATION

- All paper copies of documents are stored in a locked filing cabinet in the Meeting Room and electronic copies are stored on CPOMS
- SEND documents are passed on at transition to Woodlea Junior School or if a pupil leaves the school
- All historical documentation for any children with Education Health Care Plans are stored securely in school for the requisite time period

REVIEWING THE POLICY

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The policy is reviewed annually by the SENDCo and the Governing Body. The policy can be found on the school's website.

ACCESSIBILITY

Statutory Responsibilities

- The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Our Accessibility Plan (appendix 5) can be found on the school website.
- St Andrew's C of E Infant School is fully accessible to all staff and pupil. There are ramps and accessible toilet facilities throughout the school. There are no stairs in the building.
- Teaching and learning and the wider curriculum of the school (such as participation in after-school clubs, leisure and cultural activities or school visits) is available to all pupils in the school.
- Physical aids to access education are provided on a needs basis.
- Parents and carers can contact key staff easily. There is an open door policy and staff are available to meet with parents before and after school or by appointment.

DEALING WITH COMPLAINTS

- The school complaints policies and procedures are on the school's website.
- The SEND Information And Support Service (SENDIASS) is a statutory service that offers information, help and support for parents and carers of children and young people with special educational needs and disabilities (SEND). It is available for all parents to access on the LA website and can be found at:
<https://lancssendias.org.uk/about-us/>

BULLYING

- The school's Anti-Bullying policy is on the school website and the SLT take steps to ensure and mitigate the risk of bullying of vulnerable learners at your school. All incidents are logged by staff and monitored by the Headteacher.
- Pupils with SEND are safeguarded by addressing the needs of pupils with SEND, promoting independence and building resilience in their learning.

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CONCLUSION

The implementation of this policy will be monitored by the SENDCo and Head teacher and should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Medicine Policy

APPENDICES

- 1 Provision Map by Areas of Need
- 2 The Graduated Approach
- 3 Targeted Learning Plan
- 4 School's Information Report and Local Offer
- 5 Accessibility Plan

Last Reviewed / Updated: March 2024

Date for next review: March 2025 (Or earlier if required by changes to the regulations or law)

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Appendix 1

Provision Map by Area of Need



St Andrew's C of E Infant School Individual Provision Map
 Name: _____ D.O.B. _____

	Quality First Teaching	Focussed Support	Targeted Support
Cognition and Learning	Broad and balanced curriculum Differentiated curriculum planning Teaching to accommodate all learning styles In-class TA support or targeted teacher support Access to ICT Modelling/Scaffolding One to one reading Guided Reading Letters and Sounds Visual timetables or other visual support Illustrated dictionaries and Thesaurus Writing frames Challenges for More Able School trips Working Walls Timely intervention	English and Maths interventions Targeted in-class support from TA Guided group work Fast Track Phonics / Phonics intervention Class teacher and Teaching Assistant focus groups Booster classes Identified target children Dyslexia friendly reading books Mastering Number	1:1 English and Maths support Individualised timetables Exam access arrangements Advice from Educational Psychologist or Specialist teacher Working Memory activities Coloured exercise books / paper Phonological Awareness Training (PAT) Launch Into Reading Success Speech & Language Therapist advice (SALT)
Communication and Interaction	Differentiated curriculum planning Differentiated outcomes In-class TA support or targeted teacher support Visual timetables or other visual support Writing frames Access to ICT Modelling/Scaffolding Use of modified language Structured school and class routines Flexible teaching arrangements Structured school and class resources Use of symbols and pictures	Socially Speaking Time to Talk Talk About Talk Boost (KS1) Speech & Language Therapist advice (SALT) Black Sheep Resources	1:1 support Social Stories Speech & Language Therapist advice (SALT) Black Sheep Resources Input from Reachout/ASC CAMHS Advice from Educational Psychologist or Specialist teacher Individualised timetables Wiggle, Online Social Skills Group
Social, Emotional and Mental Health	Whole-school behaviour policy Whole School rules Whole School rewards and sanctions systems Circle time PHSE focused work/SEAL	Family Support Worker CANW / Key Support SEAL Anger Management Strategies Work-related learning In-class support for social skills In-class support for behaviour targets Lunchtime nurture club	1:1 support for social skills Individual Counselling or peer mentoring Individual reward system Anger management Advice from Educational Psychologist or Specialist Teacher 1:1 behaviour support chart/book Home-School Diary Boxall Profile and strategies CAMHS Emotional Health and Well Being Team advice Lego Therapy
Physical and/or Sensory	Flexible teaching arrangements Writing slopes and pencil grips Improved accessibility of building Teacher Awareness of Sensory and Physical Impairment Availability of resources Playtime Physical Education After School Clubs (teacher/outside agency) Medical support where appropriate Dough Gym / Dough Disco	Additional keyboard skills training Additional fine motor skills practice Pseudo Motor Skills Programme Fundamental Movement Skills Intervention (PE) In-class support Computer keyboard overlays BEAM	Hearing Loop Writing Slope Fiddle devices / tangle / stress balls Wobble cushion Ear defenders Advice from Educational Psychologist or Specialist Teacher Advice from Occupational Therapist or Physiotherapist

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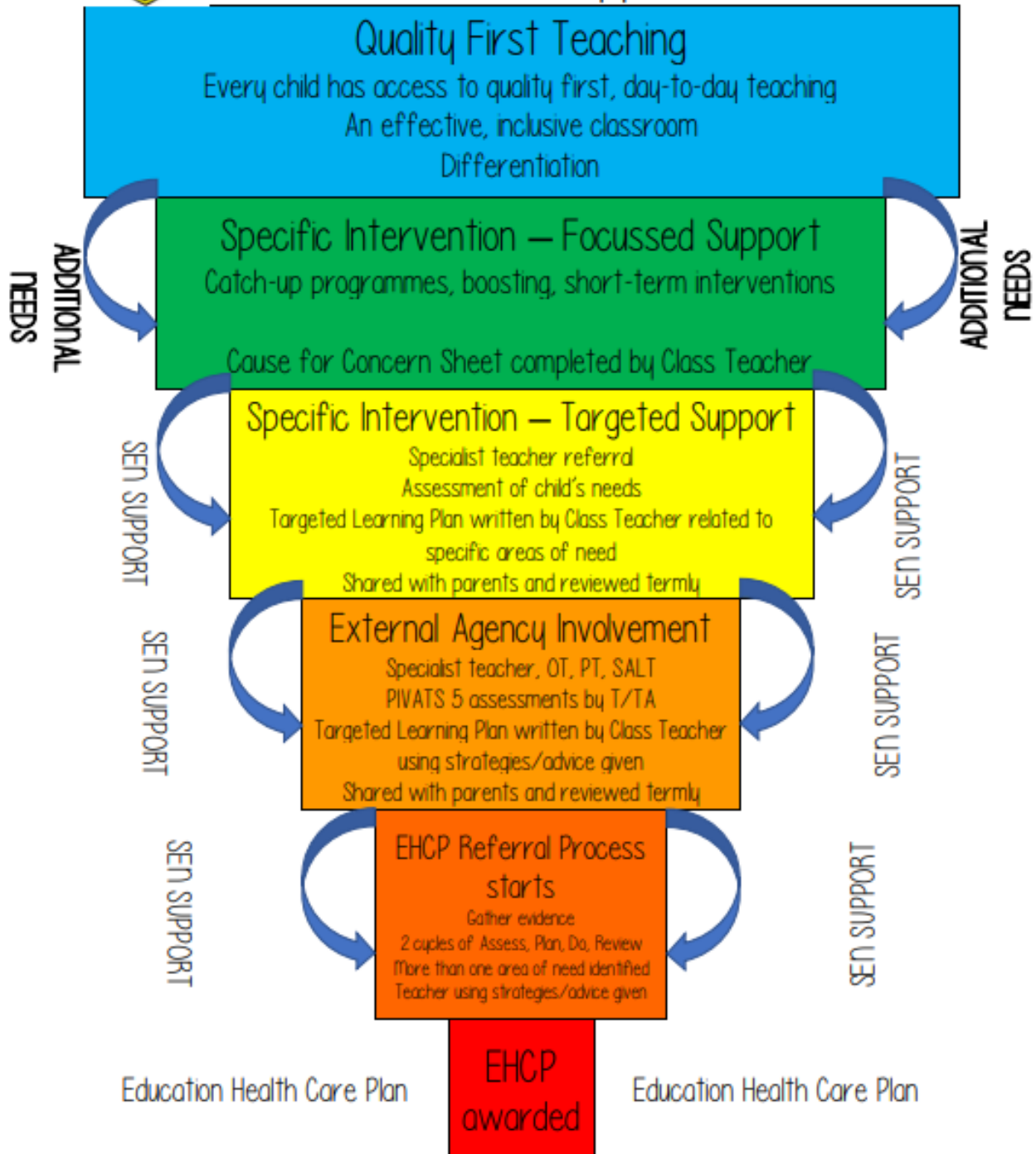
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Appendix 2

The Graduated Approach



St Andrew's C of E Infant School
The Graduated Approach



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Appendix 3

Targeted Learning Plans

SEN Support



St Andrew's C of E Infant School Targeted Learning Plan (SEN Support)

Name:		Start Date:		Class:	
Date of Birth:		Review Date:		Plan number:	
Area of Need:			Assessment Data:		
Cognition and Learning <input type="checkbox"/>		Communication & Interaction <input type="checkbox"/>		Date: June 2022	Date: December 2022
Social, Emotional & Mental Health <input type="checkbox"/>		Physical / Sensory <input type="checkbox"/>		Reading:	Reading:
				Writing:	Writing:
				Maths:	Maths:
				Other:	Other:
Diagnoses:					
Strength & difficulty		Targets		Strategies and Resources	
Other Support:					

EHCP



St Andrew's C of E Infant School Targeted Learning Plan (EHCP)

Name:		Start Date:		Year Group:	
Date of Birth:		Review Date:		Plan Number:	
Long Term Outcome within EHCP / Area of Need		Short Term Target		SEND Provision	
Cognition and Learning					
Communication and Interaction					
Physical and/or Sensory					
Self-Help and Independence					

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Appendix 4

School's Local Offer and Information Report

Website link

Appendix 5

Accessibility Plan

Website link

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