

SEND Policy

St George's C.E. Academy



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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Introduction

St George's is an inclusive school. We strive to support all pupils to enable them to achieve their full potential, no matter what their needs may be. We endeavour to raise the aspirations and expectations for all pupils. Pupils have the right to a broad and balanced education, including extracurricular activities and full access to the National Curriculum. All pupils are valued and their self-esteem promoted. We work in close partnership with parents and/or carers who play an active and valued role in their child's education.

Therefore, we ensure that each pupil:

- Receives the support that need to meet their educational needs;
- Engages in the activities of the school alongside other pupils.

We aim to achieve this by:

- Setting high expectations and ambitious targets for all
- Ensuring that there is high quality classroom teaching, differentiated to meet the needs of groups of pupils and individuals, enabling them to meet targets
- Providing comprehensive training and guidance for teachers and teaching assistants;
- Regular and rigorous monitoring of achievement, which will identify those pupils not making expected progress
- Intensive monitoring of the learning experience and classroom teaching quality, leading to targeted professional development and refined guidance on classroom strategies where appropriate;
- Effective identification of individual pupils' barriers to learning, through observations, Pupil Progress Meetings and specific testing;
- Effective programmes of intervention, aimed at overcoming barriers to learning and thereby restoring expected progress.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Pupils and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO at St George's is Harriet Clinton.

They will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor at St George's is Chrissie Verduyn.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The head teacher

The Acting Executive Headteacher at St George's is Katie Froggatt.

The head teacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to specialist agency.

When identifying SEND, it should be noted that:

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has special educational needs
- Slow progress and attainment do not necessarily mean that a pupil has SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.
- Short term learning difficulties and wider mental health problems can be caused by events such as bullying or bereavement. Such events will not always lead to pupils having SEND, although where

difficulties are persistent the school will consider whether the pupil will benefit from being assessed for SEND.

- Difficulties related solely to limitations in English as an additional language are not SEND. The school will take a graduated approach to identification, following these stages.

The process for identifying pupils with SEND starts with assessing each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Resources:

- A proportion of our budget is allocated for resources, which include identified materials for use to support pupils who need additional or different learning strategies.
- We intend to develop our resources to support pupils with SEND that link with priorities stated in the school's development plan.

Identification and Assessment:

- We are committed to the early identification and intervention of pupils who may have SEND.
- More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the pupils may have attended.
- If further assessment is required we use specialised professionals to help us to determine the pupil's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the pupil.
- The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice.

The Graduated Response:

ASSESS:

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include further discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each pupil's strengths and special educational needs.

PLAN:

The school will use the information from the assessment to draw up a plan to outline the support that will be offered. The plan will:

- Be outcome focused where the desired benefit or difference from any intervention or booster group is clearly identified and matched to need.
- Detail the range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents and pupils can work in partnership with the school to support progress towards targets and outcomes.
- Give details of the role and input of external agencies when they are involved with a pupil

This plan will be recorded in a document called a Pupil Centred Plan (PCP).

This plan is shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches and resources that have been agreed.

Parents will receive copy of this plan with a specified time frame/date to show when it will be reviewed. Parents will be invited in to discuss the pupil centred plan with the class teacher. There is an area for parents to write their comments.

Pupils will be given a chance to be talked through their targets on their pupil centred plan and asked for their views. This can be done at either home or school.

Do:

Class teachers, with the support of the SENCo will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class. This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

Review:

The impact of any additional support offered will be reviewed termly. Parents will be invited to attend this review meeting along with pupils when this is appropriate.

This review may be included in the general school cycle of parental consultation meetings. However, where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute and share views on progress and subsequent provision.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

5.3 Consulting and involving pupils and parents

Parents/carers are notified of any concerns as they arise and there is always a willingness to listen to issues brought forward for discussion. We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in our home/school record books. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the pupil both in school and at home. We promote a culture of co-operation between parents, schools, Shropshire LA and others. Having co-operation from all the people around the pupil with SEND, is important in enabling them to achieve their full potential.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

We respect the differing perspectives of all parties concerned with pupils with SEND and seek constructive ways of reconciling different viewpoints. We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We have procedures in place to ensure that transfer or transition arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and schools and ensure records contribute to the future planning for the benefit of the pupils. We will share information with the class, school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. It is important to us to have regular meetings with parents leading up to the transition. During these meetings, we discuss strategies and techniques to prepare the pupil the best that we can. Transition days are important too for the pupil to familiarise themselves with the new staff members, new school/class layout and to give them the opportunities to ask questions to reassure any worries or concerns.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. To ensure all pupils are able to access the curriculum at an appropriate level and fulfil their potential we, at St George's, take the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities
- Support pupils to achieve their full potential despite any difficulty or disability they may have
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them
- Provide opportunities for pupils to develop confidence, self-esteem and resilience
- Work in partnership with parents/carers, pupils and external agencies to cater for pupils's special educational needs and disabilities
- Make provision for pupils with SEND to fully develop their abilities, interests and talents
- Identify special educational needs at the earliest opportunity to ensure early intervention and support
- Ensure all pupils with SEND are fully included in all aspects of school life
- Regularly review policy and practice in order to achieve the best outcomes for all our pupils

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

For further information, please see the *Adapting the curriculum to the needs of the pupils with SEND* document.

5.8 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term, using their PCP
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding regular conversations/meetings with parents/carers
- Holding annual reviews for pupils with EHC plans

5.9 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.10 Working with other agencies

We work with the following agencies to provide support for pupils with SEND:

- Spectra Inclusion Team
- Speech and Language Therapy
- Educational Psychology Service
- Severe Speech and Language Impaired Team (SSLIC)
- Tuition Medical Behaviour Support Service (TMBSS)
- Woodlands Outreach

5.11 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their pupils. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.12 Contact details of support services for parents of pupils with SEND

Parents/carers who would like further support and advice for their child with SEND can refer to Shropshire's Local Offer Website, where they can find lots of information, support and guidance. To access the local offer see link on our school website or visit <https://www.shropshire.gov.uk/the-SEND-local-offer/>.

Another service parents/carers can access for support is the Shropshire Information, Advice and Support Service (IASS). The IASS provides free, confidential and impartial information, advice and support around Special Educational Needs and Disabilities, including health and social care. Support is offered from initial concerns about a possible SEND and disability, through to complex information and advice. Workshops,

leaflets, support groups, training and other services are available, as well as 1 to 1 support. Pupils, young people, and parents / carers of pupils and young people aged 0 to 25 are supported.

Here is the click for IASS: <https://cyp.iassnetwork.org.uk/service/shropshire-iass/>

5.13 Contact details for raising concerns

If you have any concerns regarding your child's needs, please feel free to contact the following staff members.

- Your child's class teacher
- SENCo: Harriet Clinton SENCO@clun.shropshire.sch.uk or clinton.h@clun.shropshire.sch.uk
- Head teacher: Rebecca Manning – head@clun.shropshire.sch.uk

5.14 The local authority local offer

Our local authority's local offer is published here: <https://www.shropshire.gov.uk/the-SEND-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by Harriet Clinton **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Equality information and objectives
- Supporting pupils with medical conditions
- The SEND information report
- Adapting the curriculum to the needs of the pupils with SEND
- Positive Behaviour Policy