

## Special Educational Needs Policy St George's Primary School

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## 1 Thrive Charter

### Thrive Mission Statement

*Inspiring pupils to thrive in life*

### Thrive Values<sup>1</sup>

Thrive Co-operative Learning Trust **understands *thriving to mean learning***, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe, for equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

## 2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

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<sup>1</sup> Thrive's values are directly descended from the [Co-operative Values](#)

### 3 Definition of Special Educational Needs & Disability (SEND)

- 3.1 “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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
- have a significantly greater difficulty in learning than the majority of others of the same age; or
  - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”
- SEN Code of Practice - 2014
- 3.2 The Code of Practice - 2014 describes four broad areas of SEND:
- Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD);
  - Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia;
  - Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
  - Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).
- 3.3 A pupil may have difficulties in more than one of these areas, but usually there is a primary need with other additional needs. This policy aims to address the needs of these pupils and should be read in conjunction with all other school policies. As a staff, we accept that the responsibility for meeting the educational needs of all students in our classroom lies with us;
- 3.4 The Equality Act of 2010 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities. Having a disability does not automatically mean that a child will have a special educational need; if it does not affect their access to the curriculum and progress, it is not a special educational need.
- 3.5 Although there are acknowledged links in some instances with pupils who have English as an Additional Language, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.

### 4 Our Aims

- To ensure that the school meets the needs of the Code of Practice 2014 and any updated advice from the Government;
- To ensure that we identify and assess pupils with SEND as early as possible;
- To ensure the planned curriculum of the school is matched effectively to meet the needs of all children;
- To monitor the provision for pupils with SEND and ensure that interventions for each child are reviewed regularly to assess their impact, the pupil’s progress and the views of the child, their teachers and their parents;
- To provide support and advice to all teachers in order that they are able to provide matched activities for children with special needs and to build up a collection of evidence to support movement through the procedures of the Code of Practice;

6. To ensure the SENCo works in close consultation with class teachers to set appropriate, and specific targets for children which are reviewed at regular intervals;
7. To ensure that the school has adequate and appropriate resources to meet the needs of all children with SEND including those of the more able and a system in place to identify and purchase further equipment as necessary;
8. To establish and maintain a close working relationship with parents and outside agencies in order to provide maximum and effective support;
9. To consider the wishes of children, when appropriate, taking into account age and understanding;
10. To provide regular in-service training for staff in order to keep them informed of all new legislation and procedures and up-dated strategies, resources etc.

## 5 Roles and Responsibilities

### 5.1 The Governing Body

The Governing Body has important statutory duties towards pupils with SEND. They should, in cooperation with the Headteacher:

- Determine the school's general policy and approach to children with SEND;
- Establish the appropriate staff and funding arrangements to ensure that pupils with SEND are fully included within the school community - so far as that is reasonably practical and compatible with the pupil receiving special educational provision;
- Ensure that there is efficient use of resources to support the learning of all pupils, including those with SEND;
- Have regard to the Code of Practice when carrying out duties toward all pupils with special educational needs;
- Contribute to the school's Annual SEND Report to the parents;
- Provide a designated member of the Governing Body to liaise with the Headteacher and SENCo and assist in the oversight of SEND provision in school.

### 5.2 The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision of children with SEND. More specifically the Headteacher, in liaison with the SENCo, takes responsibility for:

- Keeping the Governing Body fully informed;
- Establishing funding priorities, making necessary financial arrangements in line with the delegated SEND budget to secure provision for children with SEND;
- Liaising with parents of pupils with special educational needs where appropriate;
- Attending meetings with the SENCO and the named Governor as necessary.

### 5.3 SENCo

The SENCo at St George's Primary School is **Elise Randle**.

5.31 The SENCo co-ordinates SEND provision throughout the school, taking responsibility for:

- Operating the school's SEND Policy on a day-to-day basis;
- Liaising with and advising teachers and teaching assistants;
- Maintaining the school's SEND Register and overseeing the records on all pupils with SEND
- Ensuring staff have knowledge/access to resources and materials;
- Helping with the assessments of children with SEND;
- Liaising with parents of children with SEND;

- Chairing/attending the Annual Review
- Contributing to staff INSET, attending meetings/courses and disseminating relevant information to staff;
- Liaising with agencies

### 5.32 Removal from the SEND Register

If a pupil makes a good level of progress and is attaining similar levels to those expected, then the SENCo will remove their name from the SEND Register. Progress will still be monitored by the standard school procedure during pupil progress meetings.

## 5.4 Teachers

All teaching staff are responsible for the identification and initial assessment of pupils with SEND within their classes. Teachers will make provision for such children and ensure that they have full access to the curriculum. Key responsibilities include:

- Planning work to ensure the inclusion of all pupils;
- Recognising pupils who require SEND provision and implementing a plan of action for those children;
- Maintaining records of all pupils with SEND;
- Contributing to planning and review sessions as required;
- Implementing school guidance and methods to support where appropriate, utilising them as working documents and being rigorous in monitoring progress towards targets;
- Liaising with support staff when planning and evaluating work for pupils.

## 5.5 Teaching Assistants

The role of the TA is to:

- Be aware of and implement the SEND Policy;
- Support the learning of pupils and assist in the delivery of programmes of work for specific pupils (for example, intervention programmes as directed);
- Meet with external specialists as required;
- Attend appropriate training;
- Attend meetings as necessary, requested by SENCo.

## 5.6 Lunchtime Supervisors

Lunchtime Supervisors are to:

- Liaise with the SENCo regarding the specific needs of particular pupils and assist in ensuring effective inclusion of these pupils.

## 6 Assess, Plan, Do, Review: A Graduated Response to SEND

6.1 All staff have a responsibility for identifying and supporting students with Special Educational Needs. Teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way. The school follows the Code of Practice (2014) in operating a graduated approach to identifying, assessing and supporting pupils with special needs. Figure 1 below shows the graduated stages.

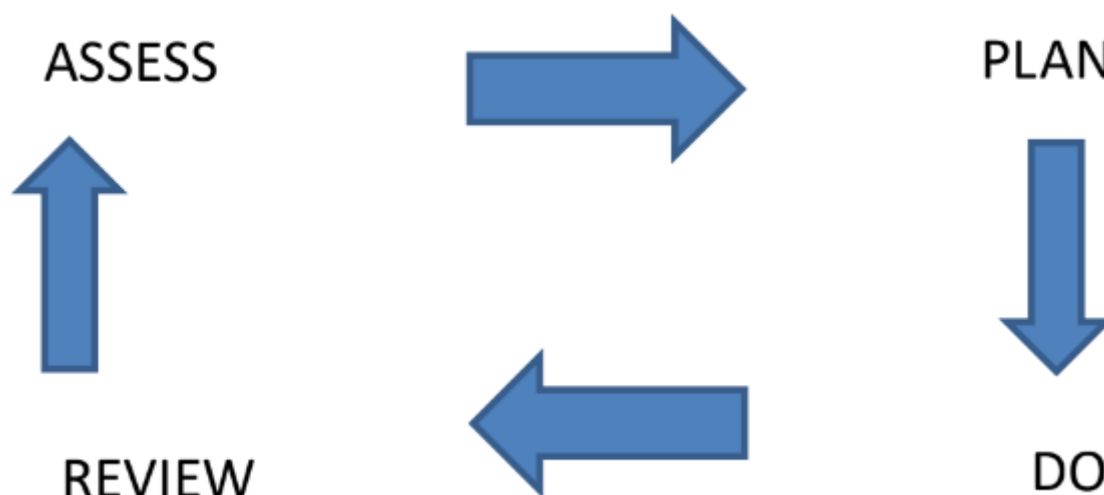


Figure 1.

- 6.2 Pupils are assessed by specialists within the school e.g. SENCo and/or by assessments from external professionals. A plan is then put into place (in liaison with staff, parents and where appropriate with the child) stating the provision and strategies that will be used to enable the child to overcome their barriers to learning and make good progress.

This plan will be delivered and all people responsible for support will communicate throughout to ensure the effectiveness of provision is being evaluated regularly. The plan of support will be reviewed regularly and outcomes will be assessed. This process of ‘assess, plan, do, review’ should occur at least once a term.

THRIVE have a set criteria for identifying SEND in the primary areas of need. See Appendices. At this point, pupils are placed on the SEND register for support and monitoring.

### 6.3 Universal Level - Quality First Teaching

Planning is differentiated to account for the varying abilities of pupils in a class. This is overseen as a part of our whole-school monitoring of teaching and learning.

### 6.4 Cause for Assessment

If the child has not made satisfactory progress and has significantly greater difficulty in learning than the majority of children of the same age, it may be decided to place the child onto the SEND Register and begin the ‘assess, plan, do, review’ process. There may be the following triggers that alert class teachers to the fact that a child is experiencing difficulties:

- Making little or no progress despite different approaches to learning being provided;
- Working significantly below that expected for their age/stage;
- Persistent emotional/behavioural difficulties despite different strategies being used;
- Sensory or physical problems, little or no progress made despite additional aids, equipment and advice.

- 6.5 In addition to the above, a child may be identified as potentially requiring SEND provision as a result of the following:

- Teacher and TA observations evidence and data;
- specialist teachers observations and data;



- previous school's data/reports;
- parental concerns;
- screening / testing procedures;
- information from other agencies;
- end of year/Key Stage outcomes;
- assessment outcomes.

6.6 At this stage, teachers assess the needs of the pupil, set up relevant work, monitor progress and build up a bank of evidence that should be given to the SENCo. Parents/Carers will be made aware of the concerns noted in school and will be invited to take part in the planning stages of provision. At the planning stage, advice may be sought from the SENCo, curriculum lead teachers or agencies.

Agreed targets will be set for the pupil based on their needs. Progress towards agreed outcomes will be reviewed and updated regularly; parents are kept informed of targets and how their child's needs are being met. Any comments from parents/carers will be taken into account. Parents/carers will be kept informed through liaison with staff and at Parents' Evenings when advice and support in helping their child at home can be given.

6.7 When reviewing progress towards agreed outcomes, if despite additional input, it is felt that more specialist support is required; the school may decide to call on specialist support agencies to help the child make progress. These include:

- Educational Psychologist;
- Learning Support Service;
- Referral units;
- Autism Outreach Team;
- Physical Disability Support Service;
- Speech and Language Service

## 7 Education, Health and Care Plans (EHCP)

7.1 If, despite input at the above stages, adequate progress has not been made and the child's SEN remains significant, a request will be sent to the Local Authority (LA) to consider a Statutory Assessment. A statutory assessment is a multi-professional assessment of a child's needs and the help that is required to support them.

7.2 An EHCP request for assessment is completed by the SENCo and this will document evidence that the graduated response has been followed and there is evidence of strategies and interventions that have been thoroughly implemented and reviewed using the assess, plan, do, review process (as stated in the SEN Code of Practice 2014). This will also document involvement of agencies and provide evidence of liaison with the Educational Psychologist for at least 2 terms.

7.3 If the child meets the LA criteria for an EHCP, the LA will issue an EHCP detailing the needs of the child, what provision will be made for them, aims and objectives and the level of banding. The funding that may accompany an EHCP does not have to be spent on providing a Teaching Assistant for individual support and may be spent on providing resources/training, whatever is best to meet the needs of the child.

- 7.4 Once the EHCP is issued, a planning meeting takes place within 8 weeks to discuss provision and targets for the following year. The EHCP is then reviewed annually. Where concerns persist, the Annual Review can be held early, before one year has passed.

## 8 Record Keeping

### 8.1 Primary

- 8.1.1 Each teacher has a folder containing all relevant information about each child with SEND in their class. The information in this folder will pass through the school with the pupils until they reach the 6th year when the information will be passed on to the relevant secondary school. This system ensures a whole school approach.
- 8.1.2 Master copies of the records, details of standardised tests and where appropriate, medical records, are kept centrally. Other records will include full EHC Plans, Annual Reviews and reports from professionals. There will be comments from pupils where appropriate and any additional information from parents, TAs or lunchtime supervisors. A copy of the SEND register is kept up to date in the SENCo's office along with analysis.

### 8.2 Secondary

- 8.2.1 The SENCo gathers this information and holds it centrally.

## 9 Liaison with Parents/Carers

- 9.1 Parents/carers are informed of their child being placed on the SEND Register, the reasons why and their primary need. Parents/carers are invited to discuss any issues or concerns. Parents/carers are updated should their child's SEND status be changed.
- 9.2 Parents/carers will also be kept informed through liaison with teachers informally and at Parents' Evenings when advice and support in helping their child at home can be given. Parents/carers will be involved in the review process and any comments will be taken into account. Individual Learning Targets are shared with parents as ongoing.

## 10 Voice of the Child

- 10.1 *"It is very important to engage directly with children and young people to discuss their needs, and plan how they can achieve the best outcomes. This should be integral to all planning for children and young people with SEN throughout their lives.."* (SEN Code of Practice, 2014). Pupils are therefore involved in discussing their provision and what they feel will help them achieve their full potential. They are invited to review meetings (when appropriate) and are made to feel that they can contribute/have an opinion about their support. Where the child may be unable to communicate or provide a written input, observations of pupils are made in order to gather information regarding their likes, dislikes and difficulties.

## 11 Bullying

- 11.1 At all times our aim is to safeguard the needs of pupils with SEND, promote their independence and build resilience in their learning. The school's Behaviour Policy outlines the steps that are taken to ensure and mitigate the risk of bullying to children with SEND.

## 12 SEND Budget/Resources

- 12.1 The SEND Budget and the Pupil Premium are utilised to provide resources to support SEND provision in general, including:
- Trained support staff;
  - High quality tailored interventions;
  - Books and programmes to support reading development of all children;
  - Computer programmes to support reading development;
  - Assessment tools for identifying specific difficulties of pupils with SEND
  - Educational Psychologist time to support high priority pupils;
  - School Nurse support for pupils with social and emotional difficulties, mental health difficulties; sensory and physical difficulties as well as to provide support in general to parents/carers of pupils with SEND;
  - Family and home support;
  - SENCo time;
  - Speech and Language Therapy;
  - Friendship groups;
  - Quiet Club/areas at lunchtimes

## 13 Admissions Arrangements

- 13.1 The school follows the LA guidelines on Admissions, The Code of Practice - 2014) and also the Children and Families Act 2014. As such, no child will be refused admission to the school on grounds of physical disability or any other special need, unless there are very compelling reasons given in response to the consultations.
- 13.2 Any special admission arrangements for SEND pupils will be made following consultation with the Headteacher, SENCo, parents/carers and agencies where appropriate and in line with the SEND Code of Practice (2014).

## 14 Physical Accommodation for SEND

The school can be accessed by all, including those with little or limited mobility. There is access from the outside to all areas of the school.

## 15 Transitions

- 15.1 When pupils transfer to another school/setting, all documents and records are sent to the receiving school/setting. If the destination is unknown, records are kept securely until information is received. A transition document provided by the LA is also completed and telephone conversations between the school's SENCo and the SENCo at the receiving school are made whenever possible.
- 15.2 If transferring to secondary school, the relevant staff visit the school and speak to the Y6 Teacher and to the SENCO. If a personal interview is not possible then a telephone conversation imparts relevant information. All SEND records along with a completed transition document are sent to the secondary school. Where possible, the secondary SENCo attends the Annual Review in Y6 if the pupil has an EHCP.
- 15.3 The transition document is completed, when possible, with parents/carers and pupils in order to provide reassurance and allow for the transfer of accurate information. If transferring to a Post-16 provider, liaison between the secondary SENCo and the Post-16 SENCo ensures a smooth transition.

## 16 Links With Other Organisations

- 16.1 The school makes full use of the various advisory services such as the City Psychological Service, Integrated Physical and Sensory Services, Social Care, Speech and Language Service, the School Health Service, the PRU/special schools' outreach services and the KIDS Parent Partnership.
- 16.2 The SENCo is also part of a SENCo cluster group across the Trust, enabling the sharing of effective practice and the dissemination of up-to-date information and guidance.

## 17 Staff Development

- 17.1 Staff Development needs in relation to SEND issues are identified during the year and taken into account at the annual review of INSET provision undertaken by the Head and the Senior Leadership Team.
- 17.2 INSET will be of various kinds e.g. in-house by the SENCo or from outside agencies
- 17.4 The SENCo will attend courses and meetings with the aim of being up-to-date with SEND information which will then be disseminated to the staff through training.

## 18 Evaluating the Success of the SEND Policy

- 18.2 The policy will be reviewed annually and as part of the Trust annual SEND Audit. The SEND Governor visits regularly and meets with the SENCo to evaluate the impact of SEND provision.
- 18.3 Areas of the policy will be scrutinised annually, including:
- Whether the objectives are clear and still pertinent to the school;
  - Whether the allocation of resources to and amongst pupils with special needs is correctly made and whether the best use of these resources is being made;
  - Whether the assessment and review arrangements are adequate and give clear evidence of progression, adherence to procedures and policy, and provide sound evidence for future planning;
  - Whether access to a balanced and broadly based curriculum is being provided for all pupils with SEND and whether these pupils are integrated fully in the school as a whole;
  - Whether the SEND INSET provision is effective
  - Whether effective use is made of agencies, together with the links with parents and the wider community.

## 19 Complaints

- 19.1 Complaints about SEND provision within the school are first dealt with by the SENCO during arranged meetings.
- 19.2 Where a satisfactory conclusion cannot be reached, the parent can escalate this via the complaints procedure.
- 19.3 The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals.

## 20 Disability Equality Impact Assessment

- 20.1 This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

## 21 Public Sector Equality Duty

21.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

21.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

21.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that the school adheres to these statutory regulations.

## 22 Person Responsible

Updated Autumn 2023

Headteacher

To be reviewed Autumn 2024

## Appendix 1 Placement On The SEND Register

### A1.1 Review

- The SEND Register is reviewed at **least termly in primary** and also at Census;
- At **secondary**, the Register is reviewed at Census and for Year 7 only, at the end of the Autumn term;
- Placement is reviewed in discussion with staff, parents/carers, pupils themselves and supportive agencies;
- Pupils may be removed following improvement and when progress is made towards or by achieving set targets. Removal from the Register is always in consultation with parents.

Pupils are placed on the SEND Register across the four areas of need for the following reasons :

### A1.2 Cognition & Learning - Primary School

- In response to a lack of progress, despite in-class intervention, sustained support and strategies;
- Working at AS-2 and below;
- Significant barriers and areas of weakness;
- Evidenced by internal cognitive assessment, EP assessment and/or agency involvement;
- Medical condition affecting C&L;
- Not 'picking up' phonics.

### A1.3 Cognition & Learning - Secondary School

- Working significantly below peers;
- Standardised score <84 on entry;
- Withdrawal for intervention.

### A1.4 Communication & Interaction

- ASD diagnosis;
- ASD traits impacting negatively on learning;
- SALT referral and SALT intervention in school;
- Referral to Language Unit;
- Elective mutism;
- Northcott involvement;
- Medical condition affecting S&L;
- ADHD or ADD diagnosis.

### A1.5 Social, Emotional & Mental Health

- Significant emotional difficulties including anxiety, lack of resilience, self-harm and suicidal feelings;
- In response to acute need at any given time/for a short time;
- Referral to/involvement with ELSA/CAMHS/School Nurse/GP/BVWH;
- Behaviour impacting negatively on teaching, learning and progress;
- At risk of Permanent Exclusion due to persistent poor behaviour;
- Intensive pastoral support needed;
- PSP implemented.

### A1.6 Physical & Sensory

- As evidenced by sensory assessment;
- Referral to/involvement with agencies, services and/or iPASS;

- Where conditions and barriers impact on curriculum access, learning and progress;
- Where adjustments and adaptations have to be made;
- Where a current NHS Medical Care Plan is in place.