



St Andrew's Primary School

SPECIAL EDUCATION NEEDS AND DISABILITY POLICY (SEND)

Person Responsible	The Headteacher
Review Date	May 2016
Named Governor	Cherril Pope
SENCo	Jayne Rochford-Smith
Safeguarding Officer	Sue East (Headteacher)
Looked After Children Lead	Sue East (Headteacher)
Medical Conditions Lead	Sue East (Headteacher)
Governor Committee	Curriculum and Standards Committee (CAS)

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 2014
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Child Protection Policy approved 19 May 2016
- Single Equality Plan (non-statutory)
- Policy for supporting pupils at school with medical conditions approved 7 October 2014.
- Teachers' Standards 2012

Special Educational Needs and Disability Policy (SEND)

The policy has been created by the school's SENCo with the SEND governor in consultation with the SLT, all staff and parents of pupils with SEND. The policy has been co-produced in the spirit of the current reform. Parents of pupils with SEND will be consulted further prior to approval.

This policy should be read in conjunction with the Single Equality Plan (Appendix A)

POLICY RATIONALE

St Andrew's Primary School enables children to:

- Become motivated lifelong learners, able to set ambitious targets and to reach their full potential.
- Acquire knowledge and skills in all areas of the curriculum.
- Be confident and discerning users of information and communication technology.
- Develop enquiring minds and independence of thought.
- Be able to work collaboratively as well as independently.
- Accept challenge and be prepared to learn from failure as well as success.
- Have high self-esteem, respecting themselves, others and the environment
- Grow spiritually and moral.

POLICY AIMS

The school's aims are only achievable when every child is valued as an individual and the curriculum is accessible to all, irrespective of ability and specific education needs. This policy provides the guidelines and procedures by which we set out to achieve our aims and the means by which our success will be measured.

OBJECTIVES

The school will provide the means by which all teachers and support staff are able to assist all children to achieve expected levels of progress from their starting point

- (i) A child's needs will be identified through systematic assessment and diagnosis.
- (ii) A graduated approach to interventions will be followed to enable children to achieve clearly targeted outcomes where it is decided that they require additional support.
- (iii) Support, advice and training for all staff in the school.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The school will identify the four categories of SEND as set out in the SEND Code of Practice 2014 (Section 6.8)

Communication and Interaction:

Speech, language and communication needs (SLCN) include those where children have difficulty in speaking and understanding. This will cover those with an autism spectrum disorder (ASD), including Asperger's Syndrome and Autism.

Cognition and Learning:

This includes those children who learn at a slower pace than their peers even with appropriate differentiation. These needs include:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD),
- difficulties with mobility and communication through to profound and moderate learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties;
- Specific learning difficulties (SpLD) affect one or more aspects of learning, eg dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

This category encompasses a wide range of social and emotional difficulties, including underlying mental health difficulty such as anxiety and depression. This will cover those children who

- become withdrawn and isolated
- display challenging, disruptive or disturbing behaviour

Also other disorders including

- attention deficit disorder (ADD)
- attention deficit hyperactive disorder (ADHD)
- attachment disorder (AD)

Sensory or Physical Needs

Some children require special educational provision because they have a disability which prevents or restricts their use of educational facilities provided generally within the school. Further information is available within the Schools' Disability Access Plan (Appendix B)

These include

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical ability (PD) requiring on-going support and equipment to access all the opportunities available

THE GRADUATED APPROACH TO SEND SUPPORT

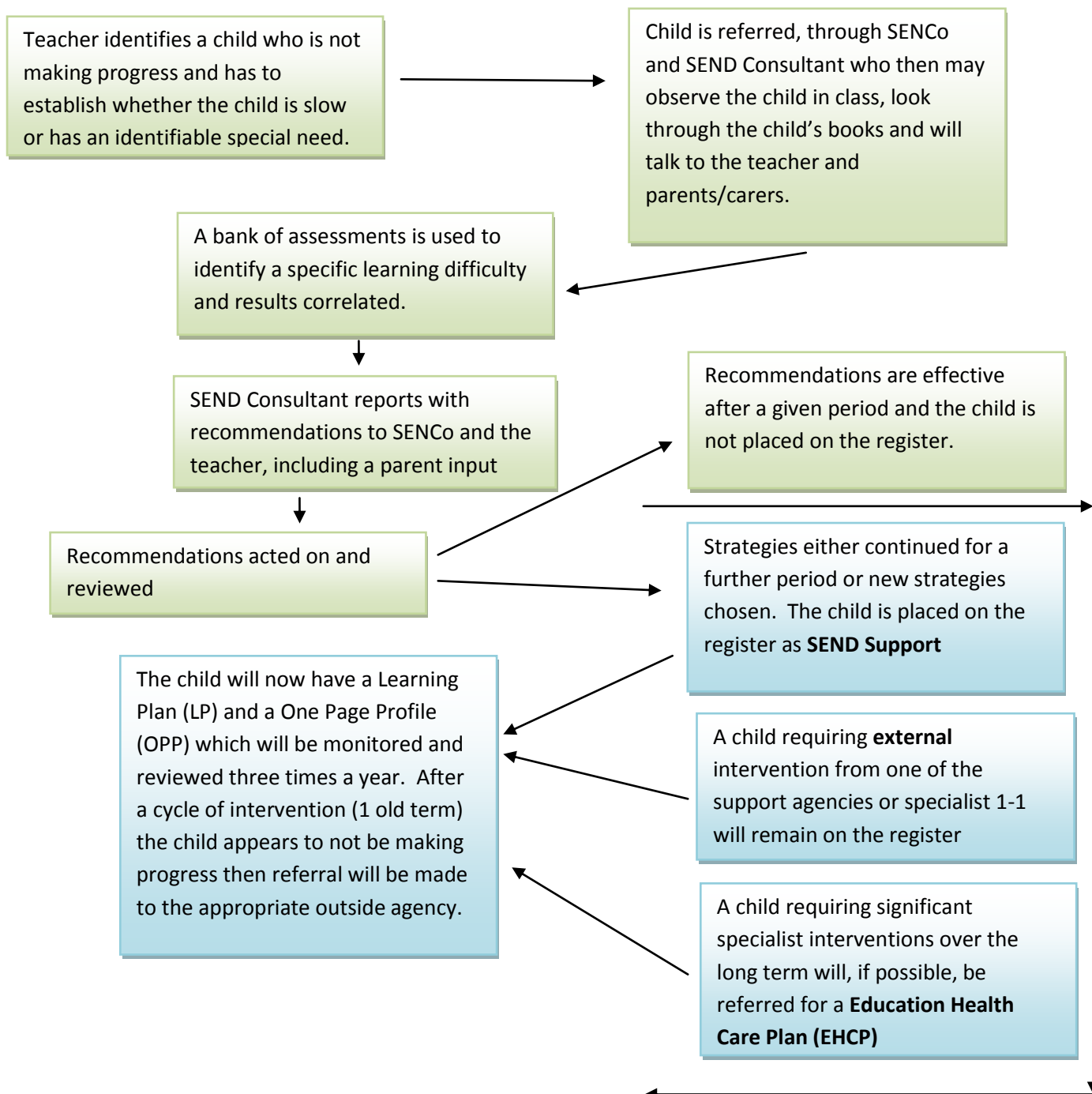
The flowchart below represents the graduated approach to identification and support for children with SEND. This will be designed to remove barriers to learning and put effective special education provision in place.

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. (SEND Code of Practice 2014).

Interventions will be reviewed and monitored against the expected impact on progress by setting clear targeted outcomes within a set period of time. Parents will be involved in this process.

THE FLOW CHART REPRESENTING SEND PROCESSES WITHIN ST ANDREW'S.

Identification and Support



The SEND register is updated three times each year, in line with the remainder of the SEND assessments and the now triennial academic assessments.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

Targeted outcome plans will be set as a result of the following assessments.

Assessment may include:

- Standardised tests
- Criterion referenced assessment checklists
- Profiling tools eg for behaviour, SLCN
- Observation schedules and prompt sheets
- Questionnaires for parents
- Questionnaires for pupils
- Screening assessments
- Specialist assessments

The interventions will be reviewed against clearly set targets and evidence for the reviews may include:

- Classroom observation
- Looking at childrens' work
- Tests
- Pupil, parent and staff views

CRITERIA FOR EXITING THE SEND REGISTER

The register is reviewed at least three times a year. Children will exit the register when there is sufficient evidence to show that they are making the targeted progress from their starting point. (See Flow chart above). This does not preclude a child returning to the register.

SUPPORTING PUPILS AND FAMILIES (The Local Offer – Special Education Needs Information for Parents/Carers September 2014)

The **school has a clear Local Offer** (Appendix C) outlining the support which is available within the school. The offer sets out the range of support available to families. This is set out very comprehensively and should be read in conjunction with this policy. This is appended and subject to review, particularly in relation to external provision.

The **Local Authority has a Local Offer** which sets out support available for support facilities which are available but external to the school <http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25>

Children with specific SEND needs may be entitled to support with external tests, such as SATS. This is achieved through an application by the headteacher to the testing body.

Transition from class to class and across key stages is carefully planned to ensure each child with SEND is not disadvantaged. Children and families joining from other pre-schools also receive a carefully planned transition/induction process on entry to the school. At the end of KS2, transition

to secondary school is also carefully supported from school to school and sometimes with additional support from the local authority.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS (APPENDIX D)

The school has policy for dealing with children who have medical conditions. This complies with the DfE Statutory Guidance for supporting pupils at school with medical conditions (April 2014). This should be read in conjunction with this policy. This is appended.

MONITORING AND EVALUATION OF SEND

The school uses the **Pupil Progress Tracker for on-going assessment** which is a comprehensive suite of data which informs teachers of individual pupil progress and attainment as well as that for the whole school.

This **Pupil Progress Tracker** is constantly updated by teachers and reported formally to governors three times a year and these outcomes are used to measure progress at all levels. This is supplemented by three sets of **parents' evenings** each year, two dedicated SEND parents' evenings each year, together with questionnaires for parents and children to comment on their provision.

The school has a designated SEND Governor, who works with the SENCo on a regular basis to monitor and evaluate provision and procedures. Reports on pupil progress are made to the **Curriculum and Standards Committee (CAS)** three times a year. There are robust systems for checking progress to targets, analysing the effectiveness of provision and resources and planning further developments. An SEND Annual Report will be produced in line with the Code of Practice.

The SEND team offer **parental contributions** in addition to individual pupil review meetings where they are able to comment on overall provision.

TRAINING AND RESOURCES

All staff are entitled to training and support for all children with identified special educational needs within their care. All staff are encouraged to maintain and develop the quality of teaching and provision to respond to the strengths and needs of their pupils.

The school is able to identify emerging needs in line with the profile of children with SEND including the arrival of a child with a condition which is unfamiliar within the school, for example, the need for staff to be trained in Makaton where appropriate.

There is an Induction programme for all staff joining the school and SEND is a key element of this programme to ensure familiarity with practice and procedures.

The school's SENCo attends the Local Authority SENCo cluster meetings within Bath and North East Somerset (B&NES) and is updated with local and national developments.

ROLES AND RESPONSIBILITIES

The named individuals responsible are set out at the front of the policy. Detailed outlines of each individual's roles and responsibilities are set out comprehensively in the School Local Offer which is appended to the policy.

STORING AND MANAGING INFORMATION

SEND documentation is stored within the school's computer system with appropriate access protocols in place to ensure confidentiality and data safety. Hard copies of information are stored in a secure office.

Files are transferred securely to receiving schools on transition.

REVIEWING THE POLICY

The policy will be reviewed by the SENCo, SLT and the SEND governor. Parents will be invited to complete a questionnaire as part of the annual questionnaire to parents in line with Ofsted. Any recommendations for changes will be taken to the Governing Body on an annual basis.

APPENDICES

Single Equality Plan (**Appendix A**)

Disability Access Plan (**Appendix B**)

Special Education Needs: Local Offer for Families (**Appendix C**)

Supporting Children with Medical Conditions (**Appendix D**)

CONSULTATION PROCESS

Local offer – issued	December 2014
Policy development process:	SENCo and SEND Governor September – December 2014
Parent consultation meeting:	November 2014
Staff Training – Phase 1:	September – December 2014
Staff consultation meeting:	January 2015
SICC Committee:	13 January 2015
Full Governing Body:	27 January 2015

Approved Chair of Governors

Date May 16