



St Alban's C of E Aided Primary School
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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

DOCUMENT INFORMATION			
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1. **Introduction**

This Policy has been agreed by staff and governors at St. Alban's Church of England (Aided) Primary School. It should be read in accordance with, and have regard to statutory documents, including the SEND code of practice.

Recent legislation, applying to school can be found on the GovernorNet website:
www.governornet.co.uk

Within St Alban's School, the provision for special educational needs is recognised as a whole school responsibility. This policy therefore should be read in accordance with other school policies, particularly the Mission Statement and the policies for:

- Admissions
- Teaching and Learning
- Assessment
- Behaviour Management

St Alban's Primary School has a strong Christian ethos underpinning the education of children in its care; this therefore includes the provision for children with additional needs. We acknowledge that a proportion of children will have special educational needs and/or disabilities (SEND) at some time during their school career. Some of these pupils may require help throughout their time in school, while others may need extra support for a short period to help them overcome more temporary needs. Our aspiration is for all children to meet their potential during their time with us. We endeavour to give children an equal entitlement to the whole school curriculum and enable them to develop strategies for their needs in a supportive environment. We are committed to making this accessible through differentiation, employing a range of teaching and learning styles and providing individual support where appropriate. We value and encourage all of our children and their unique combination of abilities. We are committed to offer them opportunities in order that they may thrive.

2. **Special Educational Needs.**

We recognise that children with special educational needs have a specific area of difficulty that calls for special educational provision to be made for them. This may be one or a combination of difficulties which includes physical, emotional, social, mental, communication or intellectual needs.

The SEND Code of Practice 2015 (Section 6:16) states that:

"A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision different to or additional to that normally available to pupils of the same age."

3. **Aims**

- to fully integrate all pupils, whatever their need or ability in order that they may access a broad and balanced curriculum.

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- to ensure the teaching and learning environment is effective and so improve the educational outcomes for all pupils, including those with SEND.
- to identify a need at the earliest point and tailor support to improve the long-term outcomes for the child (see Assessment Policy).
- to remove barriers to learning, including communication and interaction, cognition and learning, social, emotional and mental health and physical and/or sensory impairment, in line with the Disability Discrimination Act (2005).
- to effectively support children with long-term SEND needs as well as those who need more focused support for a shorter time.
- to engage children with SEND in a variety of activities with children who do not have SEN in both curricular and non-curricular sessions.

4. **Objectives**

The specific objectives of our policy are as follows:

- children for whom we have a concern will be identified and assessed as soon as possible using a variety of school based procedures.
- provision will be made by the school, parents will be consulted and, where necessary, contact made with the appropriate external agency.
- pupils will be included on the school's SEND register.
- children's progress will be closely monitored, with a multi-disciplinary approach used to inform the Pupil Plan.

5. **Roles and Responsibilities.**

Appendix 1 shows the SEND management structure. Provision for children with additional needs is a whole school responsibility. It is the class teacher's duty to provide for pupils with SEND in his/her class and to be aware that these needs may be present in different learning situations. All staff are accountable in helping to meet the needs of individual children.

The Head teacher has responsibility for the management of all aspects of the school's work, including the provision for pupils with SEND.

The Governing Body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. The Governors monitor the SEN provision and are informed of SEND issues in order that they can play an informed role in the School's Improvement Plan.

Governors

There is one named governor who has responsibility for SEND issues and who liaise termly with the SENCo. Contact details for this Governor is kept in the school office.

The SEN governor reports to the governing body with regard to the effectiveness of the school's provision in relation to the achievement of children with SEND.

6. **The Inclusion Lead**

The Inclusion Lead is responsible for providing guidance in SEND matters, in order to maintain high quality teaching. Together with the Head teacher and governing body, the Inclusion Lead determines the strategic development of SEN policy and provision in school. The Inclusion Lead deploys the effective use of resources to realise improved standards of achievement for all pupils with SEN.

The key responsibilities of the inclusion Lead include:

- overseeing the day to day operation of the SEND policy
- maintaining the school's SEND register and records
- coordinating provision for children with SEND
- ensuring provision is in place for children with an EHCP
- maintaining the Annual Review cycle of children with EHCPs
- liaising and providing professional guidance with class teachers and LSAs
- liaising with agencies and personnel of a 'Looked After' child as designated teacher for 'Looked After Children'.
- advising on the graduated approach to providing SEND support.
- advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- liaising with parents of children with SEND
- liaising with early years providers, other schools and outside agencies
- liaising with secondary schools to enable smooth transitions.
- working with the Head teacher and school governors to ensure the school meets its responsibilities under the 'Equality Act'(2010)
- ensuring that records of pupils with SEND are up to date.

7. **Class Teachers**

Class teachers are responsible for the education of every child in their class, including those with SEN. They should:

- provide high quality first teaching to those pupils on a weekly basis with those pupils being a key focus in Maths and English at least twice a week
- identify focussed teaching for pupils with SEN on their weekly planning
- be aware of procedures in place for identifying children with SEN
- include all pupils with SEND in the classroom and provide an appropriately differentiated curriculum
- for pupils with significant speech difficulties identify whether there is a need to implement a system of Home/School communication (e.g. comments book or other method) and ensure that this is a manageable system that can be maintained appropriately by the class-based staff team
- initiate and review the SEN class tracking document in consultation with the SENCo and LSAs
- deploy their LSAs appropriately to support children with SEN

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8. Learning Support Assistants

Learning Support Assistants (LSAs) have responsibility for working with individual or groups of children and helping them achieve their best. They should:

- be fully aware of this policy and of the procedures in place for identifying children with SEN
- be competent in their support of children with SEN
- help pupils with their next step of progress
- assist in the development of support programmes
- feedback to the class teacher and SENCo about the children they support
- contribute to SEN class tracking document regarding progress through interventions
- Where required, deliver an intervention daily and use data to track progress

9. The policy in practical terms.

a) Provision

Class teachers are responsible for the progress of all children in their class, including those with SEND. Where a pupil needs additional support to that normally available, there will be consultation with the Special Educational Needs Coordinator, class teacher and the teaching assistant(s) of the child and liaison with the parents and outside agencies, where appropriate.

Staffing provision is overseen by the SENCo. Provision may include the SENCo, teachers, Learning Support Assistants or trained adult helpers.

The Inclusion Lead is responsible for the overseeing of the SEND policy and maintaining the register of children with SEND which is reviewed annually in order to track progress across an academic year.

INSET for teachers and LSAs is on-going and dependent on new legislation, new interventions and resources, and current pupils.

b) Admission Arrangements

Children are admitted to St. Alban's according to the criteria of the school's admission policy, and in line with the Special Educational Needs and Disability Regulations 2015. Should a child have an Education and Health Care Plan (EHCP), parents will be invited to discuss the provision that can be made to meet the identified needs.

The majority of our pupils arrive in Reception Year (Early Years) and are assessed using a baseline assessment in common with other schools in the locality. For those pupils who transfer from other schools, there is liaison between both schools and any external agencies to make transfer as smooth as possible. If we have any concerns about a pupil who has recently transferred, we have a variety of in-school assessments by which we can gauge their level of development.

c) Transitions

The Inclusion Lead liaises with SENCos or appropriate staff of preschools and secondary schools through telephone calls or in person to ensure that effective

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arrangements are in place to support pupils at the start of KS1 and KS3. When pupils move to another school, all relevant information, along with their SEN records is passed to their new school, along with the usual transfer records.

d) Identification, Assessment and Provision

The underlying principle, central to our identification and assessment procedures is to provide the child with SEND with support that matches the nature of his/her needs. The school's tracking system requires careful recording of the child's achievements, their expected progress, the actual progress made, any action taken and the eventual outcome. This systematic procedure enables us to recognise a need for intervention and plan specifically for a child. We always aim to give consideration to the feelings of the child and endeavour to work in partnership with the child's parents.

The SEND Code of Practice recommends a 4-part approach to SEND support: (1. Assess, 2. Plan, 3. Do, 4. Review). The class teacher is responsible for identifying children within the class who may have an additional need. If a teacher is concerned, he/she will inform the SENCo through a professional discussion and work in partnership to form a 'next steps' plan.

The SENCo may then carry out further assessments, undertake a classroom observation and in collaboration with the class teacher and LSA plan a programme of support. The child will be closely monitored and progress reviewed at least termly.

The child may continue to be monitored by class teacher, or moved to the SEND register. The SEND Code of Practice Guidance is used to judge whether a child should be included on the SEND register. If they need to be included on the SEND register, their parents will be informed by class teacher and/or SENCo.

There are several ways by which information is collected and assessments made:

- On admission in YR every child is assessed using a baseline assessment procedure which provides an effective mechanism for early SEND identification.
- By the end of YR the class teacher has completed the Early Years Foundation Stage Profile ; this data is compared with the baseline to show progress as well as areas of weakness.
- On transfer from other schools, children are assessed during their first half-term by the class teacher, in liaison with the Inclusion, if appropriate.
- Previous school records are also taken into account and a Language Link assessment is carried out and Phab Screening test administered if thought appropriate.
- Termly Pupil Progress meetings are held with the Senior Management Team and Inclusion Lead. It is often at these meetings that children who are not making the expected progress are identified. A plan is then discussed and implemented in order to support the child.
- SATS (Standard Attainment Tests), curriculum progress tests, annual reading and spelling tests are among some of our formal testing methods.

- We use a variety of screening processes including the Phab test, outside agency such as Speech and Language (SALT) assessments, cognitive assessments through Educational Psychologist Service.
- The SEN Code of Practice is used as a benchmark to ascertain whether a child should be placed on the SEN register.

In accordance with the Code of Practice, there are two levels of support:
School Support and EHCP (Education and Health Care Plan)

e) School Support

A child will be placed on SEND Support if they are making little or no progress in their learning or in their communication and/or interaction, despite having a clearly differentiated curriculum and 'Quality First Teaching'.

The same applies if a child has a sensory or physical difficulty and does not make progress, despite the provision of specialist advice. They may also be placed on the SEND register if they have long-term emotional, social or mental health concerns. Children at School Support will be tracked through assessments and SEN. They may be allocated small group or individual support, depending on their needs. The 4-part cycle of assess, plan, do, review will be within a term and their individual support will be adjusted depending on their progress. If a child's rate of progress continues to be a concern, outside agency advice may be sought.

f) Education, Health and Care Plan (EHCP)

Where the school has taken relevant and purposeful action to identify, assess, meet and review the additional needs of the child and the expected progress has not been made, it may be appropriate to consider requesting an Education, Health and Care needs assessment from the local authority.

g) Provision Map

When a child is included on the SEN register they are also included on an SEND Provision Map, this specifies the support and interventions a pupil is receiving. A class tracking document ensures class teachers are aware of a child's current progress through interventions.

h) Curriculum Access and Resources

It is our wish that pupils have full access to the curriculum. At most times pupils with additional needs will be supported within the context of the classroom, through the class teacher's planning and provision. However, it is important that any support matches a child's needs, so at times, they may be withdrawn to work individually or in a small group. We have access to and use a wide variety of individual and group interventions based on the needs of the child.

For children following a 1:1 (Wave 3) intervention programme, assessments are made before and immediately following the intervention to measure progress. Adults delivering the programmes also monitor the child's progress after an initial period to ensure it matches their need. Information Technology has an important

role in terms of SEND provision. The school uses Language Link assessments for both speech and Language in Early Years.

10. **Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

11. **Evaluation of the SEND Policy/Criteria for success**

We believe that the SEND policy will be judged by:

- Early identification of children with a special need
- Appropriate support for any child with SEND
- Liaison, support and information with parents of children with SEND
- SEND register is up to date, with parents informed
- Children with SEND are included (as far as possible) in all areas of school life
- That children with significant special needs will receive support from outside agencies and the LEA
- That our assessment and tracking procedures will effectively monitor and measure the progress of children with SEND
- That some children will progress sufficiently to be removed from the SEND register
- Pupil Plan in place and inclusion on a Provision Map.
- Annual reviews held for children with EHCPs including urgent annual review when necessary
- Information provided for governors and staff
- Training provided for staff
- Budget allocation spent on appropriate resources
- Regular meeting held with staff to review progress

The success of our SEND policy will be reviewed annually in order to monitor and assess its effective implementation. Measurable targets will be used, such as the number of children on the register and the improvement in their attainments.

12. **Parent/Carer involvement (including how to raise a concern).**

We endeavour to foster close relationships with parents and carers. If parents have a concern about their child's progress they should initially contact the class teacher who may then involve the Inclusion. If they wish, they may then contact the Head Teacher. Parent consultations are held termly or as required and we will update them regularly about their child's progress. They are invited to all consultations with outside agencies, such as the Educational Psychologist or Speech and Language Therapist. If any parental concern remains unsolved, parents may contact the Chair of Governors and will be advised of the County guidelines.

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13. **Outside Agency Involvement.**

We have access to:

- The Educational Psychology Service
- The Teacher Advisory Service
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Physiotherapy
- Hampshire Primary Behaviour Support
- School Nursing Team
- Child and Adolescent Mental Health Service (CAMHS)
- The Locality Team
- Outreach Schools, e.g. The Waterloo School, Riverside
- Mental Health Support Team (MHST)
- Portage Outreach

Access to any of these and any other agencies is based on the needs of the child or professional development needs.

14. **Professional Development.**

The Inclusion Lead has an extensive understanding of SEND issues through experience, attending regular training courses, liaising with a wide range of outside agencies, research and working with children with a broad range of difficulties in school. The Inclusion Lead has a clear understanding of the diverse needs children present with and the appropriate interventions to support them.

We endeavour to equip our LSAs with the many skills they need to support children in additional needs. To accomplish this, the LSAs also attend professional development courses which may be through in-school training or attendance at courses off-site.

15. **Local Offer and the School SEN Information Report.**

As part of Hampshire's Local Offer (<http://www3.hants.gov.uk/parents-sen/send-localoffer.htm>), the school publishes a School SEND information Report. This is reviewed annually; it is a statutory requirement to publish it on the school's website. The report gives further information about our provision for SEND in school.

Glossary

LEA	Local Education Authority
SEND	Special Educational Needs and Disabilities
Inclusion Lead	A member of staff with responsibility for co-ordinating SEN provision throughout the school
LSA	Learning Support Assistant - a member of staff who assists the teacher and supports of children with SEND
Code of Practice	The Code of Practice 2015 gives practical guidance to LEAs and the governing bodies of all maintained schools on their responsibilities towards children with SEND
Outside Agencies	Support services for schools that help in assessing and making provision for children with SEND
SATs	Standard Assessment Tests, these are national tests and are mandatory for Y6 with Teacher Assessments at Y2
QCA	The Qualifications and Curriculum Authority is the DfE regulatory body with responsibility for standards and qualifications within education.
DfE	The Department for Education

Appendix 1

SEND Management Structure

