



St George's RC Primary School **Special Educational Needs Policy**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfES Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Schools SEN Information Report Regulations (2014) Statutory Guidance on Supporting children 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, staff and representative parents of children with SEND.

The SENCo is Mrs Vicky Davies. Contact details are:

St Georges RC Primary School, Woodcock Road, Warminster BA12 9EZ

Telephone 01985 218284

Email: senco@st-georgesrc.wilts.sch.uk

The advocate on the Senior Leadership Team (SLT) for SEND is Mrs Kate Saunders, Head teacher.

SEN at St Georges School:

At St George's School we believe that every teacher is responsible for the progress and attainment of all pupils. They will continuously monitor this and amend their provision as necessary in line with the progress the child is making. This provision may include the use of a range of differentiated resources and tasks to make lessons accessible whilst narrowing the gaps in their knowledge and understanding and challenging those that are More Able.

We consider it vital that parents are fully involved in the process of identification and assessment for possible special educational needs (SEN).

We have experience of making provision to meet the needs of pupils with a range of needs, including: autism, ADHD, speech, language and communication needs, emotional and social needs, dyslexia, hearing impairments and physical difficulties.

This policy was developed in consultation with a range of stakeholders – parents, governors and teachers. It was written to reflect the current SEND Code of Practice.

Aims:

We aim to raise the aspirations and expectations of all pupils with SEN – we focus on outcomes and not just hours of provision.

Objectives:

The objectives of our policy are:

- To work within the guidance provided in the SEND Code of Practice 2015.
- To identify and monitor pupil's individual needs from the earliest possible stage so that appropriate provision can be identified and appropriate strategies put in place to achieve these.
- To ensure that targets which are included within class provision planning are specific, time bound, measurable and achievable.
- To plan an effective curriculum to meet the needs of pupils with a range of special educational needs.
- To involve pupils and parents/carers in the identification and review of outcomes and short-term targets set for individual pupils and to work in close partnership with parents/carers of pupils who have special educational needs.
- To provide a Special educational Needs Co-ordinator (SENCo)
- To provide support and advice for all staff working with pupils with SEN.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for pupils who have special educational needs.

Definitions:**Special Educational Needs**

“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:-

- Has a significantly greater difficulty in learning than the majority of pupils of the same age
- Or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institutions.”

(p 15-16 Special Educational Needs and Disability (SEND) Code of Practice: 0 - 25 years).

Special Educational Provision

“For pupils aged two or more, 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, maintained nurseries, mainstream post-16 institutions or by relevant early year providers. For pupils under two years of age, special educational provision means educational provision of any kind.”

(p 16 SEND Code of Practice: 0 - 25 years).

Areas of Need

The SEND Code of Practice: 0-25 years, identifies four broad areas of need. These are:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

At St George's school we use these categories to define what action the school needs to take. Through discussions with professional colleagues and parents/carers we consider the needs of the whole child, not just their special educational needs.

A Graduated Approach to Support for Children with SEN

St George's School believes that pupils learn best when they are kept in the class environment as far as possible. In line with this, it is our expectation that the needs of the majority of pupils will be met in the classroom. Quality first teaching ensures that most of the resources used by pupils with special educational needs are routinely available within the classroom. This may include, but not be limited to, the use of sound loops for pupils with hearing difficulties, use of coloured resources and fonts to support dyslexic learners and availability of computers to assist with recording of work. This philosophy reflects the guidance of the SEND Code of Practice (page 99).

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review 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 SEN most frequently encountered.”

For some pupils it will be necessary for them to spend some time in small group work or be withdrawn from the classroom for specific activities related to their identified needs. This may be delivered by the teacher, learning support assistant (LSA) or SENCo and is designed to complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. Coordination of provision across the school is managed by the SENCo, who, alongside the class teachers, use the ASSESS, PLAN, DO, REVIEW cycle to monitor the effectiveness of provision delivered through the small group interventions.

Short term interventions in use at the school may include, but are not limited to:

Speaking and Listening: Talk Boost and working on specific targets set by Speech and Language therapy services.

Literacy: One to one reading, Literacy Gold (reading and spelling intervention which is Dyslexia friendly), and shine intervention.

Maths: Focused intervention in guided maths sessions, pre-teaching of maths vocabulary and concepts and small group interventions to address misconceptions or to focus on learning of essential number facts (eg number bonds and times table facts), shine intervention.

Emotional and social support: One to one or small group support from trained Emotional Literacy Support Assistants (ELSA's). Our Family Support Worker is also a trained ELSA and sometimes works with both parents and children.

Physical support: use of the SPARK pack (Occupational Therapy resource) and "Wake n shake" sessions. Some children access programmes to support handwriting or specific Occupational Therapy (OT) programmes.

These interventions are part of our differentiated curriculum provision and may be accessed by children with or without identified SEN. The impact of these is regularly reviewed and then changes are made as necessary.

Some pupils will not make adequate progress, academically or socially, despite good quality teaching, a differentiated curriculum and targeted interventions. Inadequate progress is defined in the SEND Code of Practice: 0-25 years (p84) as progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

In this event, teachers and the SENCo will look at all available evidence including progress and attainment data (alongside national data about age related expectations), formative assessments, measures of social and emotional progress such as Boxall profiles and discussions with parents and children before deciding whether they have an SEN need. The Wiltshire Graduated Response to SEND Support (WGRSS) is used to help to assess needs and to collate data for a particular pupil. Parents are informed if their child is added to our SEN register.

A pupil identified as having SEN will have a Support Plan, agreed with the parents, pupil and teacher as soon as possible after the need is identified. This outlines the child's needs, what support will be provided and what the expected outcomes are. The outcomes considered should include those needed, where necessary, to make successful transitions between phases of education. The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN. This may apply where a pupil requires adaptations to activities to allow access to team games in PE for example.

In order to make sure that our provision is, and remains effective, we use a continuous four stage cycle - **Assess, Plan, Do, Review**, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

An important part of securing help from external support services is the use of Local Authority's graduated assessment tool, the WGRSS. Class teachers use this to identify which of the areas of need best describe the difficulties that a pupil may be encountering. Once the need for external help is confirmed, parents will be consulted and, with their permission, a referral will be made. The professionals / agencies from whom we may seek support include Wiltshire County's Statutory SEN service, Educational Psychologists, Specialist SEN Support (SSENS), Sensory Impairment and Physical and Medical Needs team and Behaviour Support Services (BSS), Oxford Health Child and Adolescent Mental Health (CAMHS), HCRG, Speech and Language Therapy (SALT), and Bath Royal United Hospital's Occupational Therapy (OT). In addition we liaise closely when necessary with G.P.s, paediatricians, social services and young carers' services

Parents will be invited to discuss progress towards outcomes three times a year with the class teacher. Pupil progress meetings, held with teachers and members of the Senior Leadership Team (SLT) at the start of each term look at progress against academic targets and identify provision to accelerate progress where necessary.

If a pupil continues to make little or no progress in the areas targeted on their support plan, or if we have other serious concerns about a pupil, we will discuss with the parents and pupil the possibility of either the school or the parents approaching Wiltshire Council to request an Education, Health and Care needs assessment (EHCNA). Wiltshire Council will then allocate a SEND Lead Worker who will attend a meeting to discuss the request. If it is agreed that there is enough evidence to support a request, the request will be formalised and Wiltshire Council must adhere to the time frame laid out within the SEND Code of Practice 0-25, (p 144-147). This may or may not result in Wiltshire Council issuing an EHC Plan (EHCP). Where a pupil has an EHC Plan we will carry out an annual review which parents, pupil, outside agencies, SENCO and other staff as appropriate, will be invited to attend.

If outcomes on a support plan are met and a pupil is making good progress, teachers, parents and the SENCO may decide that the pupil no longer has SEN. In these circumstances a pupil may be removed from the SEN register with the agreement of the parents.

Supporting Children and Families

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All pupils will be treated according to their needs in line with the school's policy for equality of opportunity. No pupil will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a pupil has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the pupil's needs are fully met in line with our Accessibility Plan. If a pupil is transferring into the school with an EHC Plan, or has been receiving extra support from Local Authority (LA) centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs can be met.

If we feel we cannot meet all the needs of a particular pupil with an EHCP whose parents have chosen our school, we inform Wiltshire Council of the reasons for this.

St George's School has a Family Support Worker (FSW), Mrs Bev Hall. She is available to support parents who need extra support that may affect their children at our school, for example those with housing issues or having difficulty in managing attendance or behaviour. The Head teacher or the SENCO may refer families to the FSW or families may contact her directly. Her contact details are available from the School office.

We firmly believe that it is in the interests of pupils to take part in decisions that affect their own education. At a level appropriate to their age, all pupils are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young pupils, who know that their opinions will be valued and those who can practise making choices will be more secure and effective pupils during their school years. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For pupils with SEN this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

We encourage pupils to have a voice in deciding the priorities for our School Improvement Plan through the School Council. Pupils with SEN may be voted (and often are voted) as councillors/leaders by their peers.

Wiltshire Council publishes its Local Offer providing information and guidance on services for children and young people, aged 0-25, with SEND at <https://www.wiltshirelocaloffer.org.uk/>. This website contains information about education, health, social care, preparing for adulthood and leisure.

St George's School's SEN Information Report is published on our website.

We are able to signpost parents to a variety of other services which can provide support such as Young Carers' organisations, the Wiltshire Parent and Carer Council and national and local organisations which provide information and advice about a range of SEN, such as the National Autistic Society.

We ensure that pupils with SEN are able to access standard national tests by ensuring that we apply for any appropriate access arrangements. The SENCo liaises with the Year 6 Class Teacher and the Head Teacher to make these arrangements. Pupils may need extra time for tests, a reader for some tests, a scribe for some tests and / or the use of alternative recording facilities. If we feel children need extra time we have to apply to the government's Standards and Testing agency for this and answer questions related to set criteria.

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings are made by our FS2 teacher, accompanied by the SENCo if necessary. Pupils are invited to visit us for induction visits in the Term before they start school. If necessary the school liaises with other agencies at this stage.

Pupils with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCo and by classroom buddies to ensure that they have a smooth transition.

The school liaises closely with Secondary schools to ensure smooth transition for pupils with SEN. Pupils visit Kingdown School and St Augustine's in Year 6 to meet with Inclusion managers and new staff. Kingdown provides extra visits to support those pupils who would benefit from this, based on the recommendations we make.

Supporting Children 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 pupils 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 SEN and may have a Support Plan or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Every effort is made to ensure that medical needs are fully supported. We liaise with the school nurse or specialist medical services about various conditions such as diabetes, asthma and allergies. Our Medical Needs Policy gives further details about how these pupils will be supported.

Monitoring and Evaluation of SEND

The school monitors and evaluates the quality of provision for all pupils through lesson observations, progress data, and through gathering views of staff, pupils, parents and carers. Where specific interventions take place, teachers and TAs measure the impact by analysing 'before and after' data. The Senior Leadership Team (SLT) analyse school wide performance for children with SEN and compare this with progress for the rest of the cohort.

Pupils' and parents' views ('what's working' and 'what's not working') are gathered in SEN Support Plans and these will be monitored through the review meetings held three times a year. Pupils also create One Page Profiles, with help, which help to tell their story.

Training and Resources

TAs and teachers have undergone a range of training and have a range of skills and experience. These vary depending on the individual and include training and experience in strategies to use with pupils with dyslexic tendencies and emotional learning support.

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. A rolling programme of training is designed to address the needs of staff and is regularly updated. All teachers undertake induction on taking up a post to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children. The SENCo regularly attends training and network meetings and uses websites such as NASEN and the National Autistic Society in order to keep up to date with local and national updates in SEND.

The SENCo and Head teacher identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's development plan and performance management objectives.

The effectiveness of such professional development will be monitored and evaluated by the SENCo, and information provided during the annual evaluation of the school's overall SEN provision.

Funding

Funding for SEN is provided to the school based on a notional formula. Additionally, children with EHCPs will usually be in receipt of additional funding and this is used to provide support as listed in their plan. Pupil premium funding is used to provide much of the TA support throughout the school. There is a large degree of overlap between SEN needs and children who are registered as entitled to pupil premium.

Roles and Responsibilities

Governors' roles

The governors play an important role in ensuring that

- They are involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Development Plan and the school's self-evaluation process;
- The quality of SEN provision is continually monitored;

The SEN Governor is Mrs Laura Billington. She works closely with the SENCo, meeting at least three times a year to discuss and monitor developments.

Staff roles

The **SENCo** role involves:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for pupils with SEN, in conjunction with the Head teacher
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively

- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational professionals from outside school, health and social care professionals, and independent or voluntary bodies as required
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

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 SEN policy

The following are also key people in the delivery of our SEN policy:

Designated Teacher with specific safeguarding responsibility: Mrs Kate Saunders (Head teacher)

Deputy Designated Safeguarding Lead: Mr Sean Halligan & Mrs V Davies (Assistant Heads)

Lead teacher for Vulnerable Learners: Mrs Vicky Davies (Senco/Assistant Head)

Managing the school's responsibility for meeting the medical needs of pupils: Mrs Kate Saunders

Managing the school's responsibility for meeting the needs of Looked After Children: Mrs Vicky Davies

Storing and Managing Information

Paper documents with personal information about children with SEN are stored in an office in a locked filing cabinet. Many documents are stored electronically. All confidential documents are kept stored securely in an area of the Teachers' drive.

If confidential documents need to be sent outside the school by email they are password protected or sent by a secure email connection.

Complaints Procedure

Please refer to the School Complaints Procedure for guidance. If parents/carers have a complaint concerning provision for their child they should discuss this initially with the class teacher. If this proves unsuccessful the matter should be referred to the SENCo or Head teacher. If the complaint remains unresolved the issue should be outlined in writing to the Head teacher. A Governors' Complaints Panel will address the issue if it remains unresolved at Head teacher level.

Monitoring Arrangements

This policy will be reviewed by the SENCO, SEN governor and Head teacher 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 body.

Links with other Policies and Documents

This policy links to the following documents:

- SEN Information report
- Visual SEN Policy
- Accessibility plan
- Behaviour policy
- Equality Information & Objectives
- Medical Conditions Policy

Date of review

This policy will be reviewed in Term 2 annually

Agreed by the governing body on: March 2023

Agreed by: L Billington