



St. Andrew's
C.E. Primary School

Special Educational Needs &
Disability (SEND) Policy

September 2018

SPECIAL EDUCATIONAL NEEDS & DISABILITY

Mr P. Lynch is the Inclusion Manager who has responsibility for SEND. He has completed the National Award for Special Educational Needs Coordinators. He can be contacted at school on 01706 378991 or office@standrewsce.rochdale.sch.uk

Mr G. Walczak is the Governor with SEND responsibility

SEND Policy and the Law

Definitions of Special Educational Needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or a young person has a 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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Sep 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Sep 2014)
- Statutory Guidance on Supporting pupils 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

At St. Andrew's we believe in the right of all pupils to a broad and balanced curriculum and, to that end, all pupils have an entitlement to participate in the full range of the curriculum, including the National Curriculum and Foundation Stage Guidance.

We believe that all pupils can experience success in learning. We are aware that the right to a common curriculum does not automatically ensure access to it, nor progress within it. Therefore we believe that it is the role of teachers and support staff to eliminate barriers, as far as possible, which prevent pupils from participating fully.

We believe that participation in the curriculum by pupils with SEND is most likely to be achieved by encouraging good practice for all pupils.

We believe that maximum success and progress can only be achieved by the joint co-operation, understanding and planning of management, teachers, pastoral staff, parents, pupils, support services and governors.

We believe that every teacher is a teacher of Special Needs.

Those with specific SEND Responsibility

The Local Governing Board - should, in conjunction with Mrs Rainford determine St. Andrew's general policy and approach for provision for children with SEND, establish the appropriate staffing and funding arrangements, and maintain a general oversight of the school's work.

The Head Teacher - Mrs. Rainford has responsibility for the provision for Children with SEND.

The Inclusion Manager - The role of the Inclusion Manager is to work closely with colleagues in the day to day operation of this policy. They are responsible for coordinating and organising provision for pupils with SEND. This includes liaising with external professionals and parents. The Inclusion Manager will keep the local governing board up to date with SEND.

All Teaching and Non-Teaching Staff - everyone needs to be involved in the development of the SEND Policy, and to be fully aware of our procedures for identifying, assessing and making provision for pupils with SEND

Section Two

Aims and Objectives of our SEND Policy

Aims

At St. Andrew's we aim to provide opportunities and access for individual potential to be developed within a context of entitlement by *raising the aspirations of and expectations for all pupils with SEND. We will do this by providing a focus on outcomes for children and young people and not just hours of provision/support.* We seek to establish an effective partnership with parents, to enhance the learning of their children.

Objectives

1. Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
2. Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
3. Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the Inclusion Manager in liaison with the Deputy Head Teacher (Designated Safeguarding Lead) and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
4. Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
5. Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
6. Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, eco team, Year 6 Senior Leadership Team, residential visits, school plays, and various sports events.

Section 3: Arrangements for coordinating SEND provision

The Inclusion Manager will hold details of all SEND records for individual pupils.

All staff can access:

- The School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND as set out in the Code of Practice. Staff are familiar with the graduated response.
- Information on individual pupils' special educational needs, including pupil profiles, targets, and assessment information.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Rochdale's SEND Local Offer
- In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.
- This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

Section 4: Admission arrangements

Please refer to the information contained in our Admissions Policy.

Section 5: Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs and disabilities. We will seek specialist SEND provision and training from specialist services where necessary.

Section 6: Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

Section 7: Resources

Materials are reviewed and updated regularly. Most of our teaching resources are differentiated from the mainstream. We have materials for support in reading, writing, grammar, phonics, spelling and maths but at times we may require resources of a more specialised nature. Resourcing SEN is an ongoing exercise.

We use our Teaching Assistants to resource SEN by targeting specific groups of children. This is overseen by the class teacher, with guidance and support from the Inclusion Manager and Senior Leadership Team. This can be working one to one or in small groups. They work alongside the class teacher in order to become familiar with the individual needs of all our children. Sometimes the Teaching Assistant may supervise the class whilst the Class Teacher works with a particular group of children. We also have a Teaching Assistant who has responsibility for SEND.

Section 8: Identification of pupils needs

The Graduated Approach

Stage One: Universal Support

This is what is available to every child within the classroom:

- High Quality teaching and learning (Quality First Teaching)
- Individual Learning Targets
- Differentiated Lessons
- Reasonable adaptations to the learning environment
- Provision that matches the needs and outcomes of all children
- Knowing and responding to the child's individual needs

Stage Two: Monitoring (concerns)

This is when there is a concern about the child's progress or development within school. This can be identified by the Class Teacher or the parent. When we are concerned about a child not making adequate progress in their learning we will set up targeted group interventions that will be implemented by the Class Teacher. We may hold an initial discussion with parent to raise concerns about their child's progress. Provision will be carefully matched to need. This could be quick targeted catch up groups, extra input to a lesson, or extra support provided by scaffold learning. When it is judged to be appropriate and the child begins to make good progress, extra support will gradually be withdrawn and the outcomes monitored.

Stage Three: SEN Support

If progress still does not improve, despite these interventions, the child will then be placed on the SEND Register. We will provide interventions that are different from or additional to those provided as part of the school's usual working practices. The parents will be informed and drawn upon for additional information. The Inclusion Manager will be involved if the teacher and parents feel that the child would benefit from further support and assessment.

The Inclusion Manager will then take the lead in further assessments of the child's needs. A Learning plan will be created by the class teacher in discussion with the Inclusion Manager, parents and where practical the child or young person, to track the child's support throughout school. This may also involve external professionals.

The child or young person's progress and provision will be reviewed on a regular basis and other professionals will be asked to attend where it is necessary. This will be through termly review meetings.

Stage Four: Educational Health Care Plan

If the child continues to demonstrate significant cause for concern and we cannot meet their needs despite all the interventions, provision and external agencies recommendations being tried and tested we can request for additional funding/support through an Educational Health Care Plan.

A range of written evidence about the child will support this request and will be submitted to the Local Authority (Rochdale).

Appendix 2: The Graduated Response

Section 9: Supporting children with SEND

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are involved; their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, Inclusion Manager and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching

strategies/approaches that are being employed and the outcomes that are being sought. An individual Learning Plan will be drawn up.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the Inclusion Manager will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review and in agreement with all parties concerned. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Manager
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by the SEND Assessment Team at Rochdale Council, if it is decided that the child's needs

are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

School Transfer Arrangements

When children transfer to another school, their records of achievement will transfer with them. Their current progress of attainment will be provided for English, Maths and Science. At the end of each key stage, SATs results and teacher assessment will be transferred as will a record of all work covered. Copies of Statements of Special Educational Needs, SEN Summary Sheets will also be transferred. Samples of individual work, where appropriate, will be included and a copy of the last report to parents.

School In-Service Training Programme

School-based in-service training is carried out according to priorities identified.

The Inclusion Manager has completed the required National Award for Special Educational Needs Coordinator course.

The Inclusion Manager attends termly SENCO cluster meetings within the Local authority and the IPLCN network.

Staff will have access to specialist SEN provided internally and externally when it is required.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Inclusion Manager who will then discuss it further with the child's parents.

Working in partnerships with parents

At St. Andrew's we believe that a close working relationship with parents is vital in order to ensure:

a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision.

- b) continuing social and academic progress of children with SEND.
- c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Manager may also signpost parents of pupils with SEND to the local Parent support group: SENDias – Special Educational Needs and Disability Information, Support and Advice Service.

Contact Details:

Barnardos, Blue Pit Mill, Queensway, ROCHDALE, OL11 2YW

01706 769634

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Links with other agencies and voluntary organisations

St. Andrew's invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Inclusion Manager is the designated person responsible for liaising with the following:

- Rochdale Educational Psychology Service
- Rochdale Additional Needs Service
- Healthy Young Minds (Formally CAMHs)
- School Health Team
- Speech and Language Service
- Occupational Therapy
- Common Assessment Framework (CAF)
- Social Services
- Community Paediatrics

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Complaints Procedure

Any concern or complaint should be made to the child's class teacher in the first instance. Then through contacting the Inclusion Manager, Head Teacher, or Deputy.

If the complaint remains unresolved, then the Governing Body will be consulted. In the final instance, it might be necessary to involve the Wardle Trust.

Full details can be found in our complaints policy.

Policy Review

This policy will be reviewed in September 2019

Appendix 1: Universal Provision

SEND (Special Educational Needs & Disability)

- SEND Policy
- Learning Plans & EHC Plans
- SEND assessments/targets, setting/tracking e.g. PIVATS, EYFSP, Average Point Scores, outside agency advice
- Education Passports
- Annual Reviews for children with a statement and Education Health Care Plans
- Transition programmes for Yr6 with SEND in liaison with Secondary Schools.
- IPLCN SENCo Clusters
- Local Authority SENCO Clusters
- Differentiated work
- Inclusion Manager Role
- Designated governor for SEND
- SEND Meetings and Pupil Progress Reviews
- Effective deployment of TAs to meet need
- Intervention planned, delivered, evaluated and feedback given to class teacher
- CPD to meet the needs of the staff and children
- Weekly staff briefings to provide updates and monitoring.
- Key Stage Meetings

Looked After Children (LAC)

- LAC Register
- Personal Education Plans (PEPs)
- Designated Teacher for LAC (Inclusion Manager)
- LAC Review meetings
- Intervention to cater to need
- LAC reports include details of pupil premium funding.
- Support from Local Authority Network
- Support from Virtual Head Teacher (Rochdale)

Pupil Premium

- Pupil Premium children lists in class
- Pupil Premium children discussed in Pupil Progress Meetings
- Attendance Monitoring
- Pupil Premium Teaching Assistant
- Pupil Premium Strategy Statement
- Pupil Premium Impact Statement
- Provision matched to need
- Pupil Premium Plus monitoring
- Service Premium Monitoring (Armed Forces)

Child Protection

- Designated Safeguarding Lead
- Safeguarding Policy
- Designated governor
- C-poms recording
- Rochdale Safeguarding Hub
- Early Help Team & Assessments
- Team Around the Family
- Child in Need Plans
- Child Protection Plans
- Nurture Approaches

EAL/Minority Groups

- EAL Register
- Differentiated curriculum
- High use of visual resources
- EAL Assessment from 'A Language in Common' document.
- Buddy system
- Work in partnership with LA EAL Team
- Dual Language Books/dictionaries
- Attendance at relevant courses

Medical Needs

- Medical policies
- Medical Needs List & class folders
- School Health Team
- Information held on SIMS
- Asthma Records and lists
- Allergy register
- Health Care Plans
- Medicine administration records
- First Aiders
- Trained staff for specific needs e.g. use of epipens, epilepsy etc.

Autistic Spectrum Disorder

- Visual Timetables in each class
- Individual timetables as necessary
- Concrete resources for specific subjects e.g. numicon, multi-link etc.
- Children's interests used to stimulate learning
- Staff trained in Autistic Spectrum Disorder
- Pre-Teaching concepts/vocabulary
- Individual Behaviour Management Strategies/Plans
- Use of simple/clear language/instructions
- Communication between home and school
- Use of positive praise and encouragement
- Support and guidance from Rochdale Additional Needs, Speech & Language, Healthy Young Minds and Community Paediatrics
- Differentiated work and outcomes

Physical Disabilities

- Tables and chairs placed to allow access
- Use of specialist equipment
- Fine Motor skills support – pencil grips, specialist scissors, cutting & pasting activities, catching a ball and threading etc.
- Gross Motor skills support – jumping, hopscotch, parachute games, ball games, bean bag activities, balancing, and climbing etc.
- Mobility Plans
- Support from Occupational Therapy
- Support from Posture and Mobility
- Support from Rochdale Additional Needs

Hearing Impairment (HI)

- Use of specialist equipment e.g. radio aids, mikes etc.
- Sit close to front of class
- Clear and precise instructions/questions
- Pre-teach concepts, vocabulary and methods.
- Support from Rochdale Additional Needs Hearing Impairment Team.

**SEND Provision
at
St. Andrew's CE Primary
School**

Emotional and Social

Knowledge of children's home lives through class information sheets
Positive praise and nurture approach in class and school
PSHCE and circle times where appropriate
Assessments of children's social and emotional needs
Behaviour management strategies
Positive handling plans where appropriate
Visual Timetables
Social and Emotional intervention programmes
Common Assessment Framework to support families
Family Support Worker
Support from Healthy Young Minds

Visual Impairment (VI)

Use of specialist equipment e.g. Braille, canes etc.
Access Arrangement & Mobility Plans
Sit close to front of class
Enlarged texts
Assisted Technology e.g. magnifier, large cursor, voice aided software, sloped board.
Support from Rochdale Additional Needs Visual Impairment Team

Dyslexic Tendencies

- Positioned at the front of the class
- Pencil grips available
- Spelling aids available
- Coloured reading grids
- Alphabet arcs
- Memo cards for regular reminders
- Visual Timetables
- Clear precise language/instructions
- Useful lists for vocabulary
- Worksheets not too word heavy
- Alternative recording methods when required
- Precision Teaching

Dyscalculia Tendencies

- Multi-sensory learning
- Concrete resources e.g. numicon, base 10
- Pre-Teaching concepts
- Precision Teaching
- Support from Educational Psychology