

## **SEND Policy.**

### **St George's Primary School**

Date Adopted:.....

Date for Review:.....

The nominated Governor responsible for SEND is:

Mrs C. Taylor.

The person with overall responsibility for SEND provision is:

Mrs J Luxon Headteacher.

The nominated teacher with responsibility for daily SEND provision is:

Mrs S Terrey SENCO/Inclusion Lead.

## **St George's Primary School. Special Educational Needs and Disability Policy.**

### **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (Jan 2015), and has been written with reference to the following guidance and documents:

Equality Act 2010: Advice for schools – (DfE May 2014)

SEND Code of Practice 0 to 25 (JAN 2015)

Schools SEND Information Report Regulations (2014)

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION**

The Governing Body ensures that the school meets the duties set out in The Special Educational Needs and Disability Code of Practice 0-25. The Governor with oversight of the arrangements for SEND and disability is: Mrs C Taylor.

The Headteacher- Mrs J Luxon has overall responsibility for Special Educational Needs and Disability in St George's Primary School.

The designated teacher responsible for coordinating Special Educational Needs and Disability provision for children/young people is: Mrs S Terrey ([inclusion@stgeorgesportland.dorset.sch.uk](mailto:inclusion@stgeorgesportland.dorset.sch.uk)) This person is a member of the Senior Leadership Team. She is the Inclusion Leader.

The person co-ordinating the day to day SEND and disability provision for children/young people at St George's Primary School are class teachers with support from the Inclusion leader.

### **Our Mission Statement.**

#### **INSPIRE, BELIEVE, ACHIEVE.**

St George's School is a "large school with the ethos and feel of a small school". We offer the children a safe and happy environment where they can be inspired to take brave steps in their learning. This enables them to grow in confidence and provides them with the belief needed in order to fulfil their potential.

This policy was developed in conjunction with Parents, Governors, staff and pupils.

### **AIMS AND OBJECTIVES**

St Georges's Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives.

The approach to SEND in St George's Primary school is to raise the aspiration and expectations for all children ensuring there is a positive focus on outcomes for children ensuring that all needs are supported.

### **Aims**

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

### **Objectives.**

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice.
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator(SENCO) who will work within the bounds of the SEND Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

## **ROLES AND RESPONSIBILITIES**

Provision for children with special education needs is a matter for the school as a whole. Some responsibilities are defined in accordance with the code of practice.

### **The Headteacher.**

The Head teacher will have overall responsibility for all aspects of provision as but will allocate roles so that special needs are met; will keep governors informed on the needs and progress of the children and will work closely with teachers, teaching assistants and supervisory assistants, to ensure that the needs of SEND children are met within the school.

### **The Governing Body.**

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that St Georges' Primary School arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The Governing Body will be fully involved in developing and monitoring the SEND Policy, have up to date knowledge about the school's SEND provision, including how funding, equipment and personnel resources are deployed. They will ensure, along with the Head Teacher that financial resources are available to carry out the SEND policy and ensure the quality of SEND provision is continually monitored. The SENCO reports annually to the Governing body upon SEND provision

and its impact upon all vulnerable groups. This report is available upon the school website in the school SEND Information report. The SENCO and SEND Governor meet at least termly to discuss SEND provision and its impact. Governors are able to observe SEND support for pupils through organised Governor Visits such as class observations and learning walks.

### **The SENCO.**

The SENCO will oversee the day-to-day operation of the school's SEND policy by coordinating provision for children with special educational needs. She will liaise with teachers and manage other relevant staff including learning support assistants. She will maintain the records of all children with special educational needs, meet with parents, external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies. She will contribute to the in-service training of staff. She must also implement a programme of Annual Review for all pupils with a statement of special educational need/ Education and Health Care Plan. The SENCO is responsible for carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous interventions that a pupil may have a special educational need which will require significant support. It is also the SENCO's responsibility to oversee the smooth running of transition arrangements and transfer of information for vulnerable pupils.

### **The Class teacher.**

Class teachers (CT) will secure good provision and good outcomes for all groups of vulnerable learners by providing differentiated teaching and learning opportunities whilst maintaining challenge. They will do this by providing learning experiences which are appropriate to the needs of the child. They will plan for and resource learning to be provided by TAs and ensure TAs are carrying out work as directed by the CT or SENCO. Class teachers will provide evidence of assessment, tracking and/or monitoring of progress against specific or individual targets. Class teachers will identify pupils that may have SEND needs in conjunction with the SENCO. Class teachers will contribute to the "plan, do, review" cycle in completing school provision maps and sharing these with parents. In the event of an Education Health Care plan being requested class teachers will be asked to contribute evidence of support and progress. Class teachers will also be expected to contribute to the Annual Review process for a child with an Education Health Care Plan.

### **Teaching Assistants**

Teaching Assistants have appropriate responsibility for the child's specific needs during their time with that child. They will be led by the class teacher and SENCO on planning to ensure progress. They may be asked to contribute to reports if they have worked closely with pupils that have SEND.

## **ADMISSION ARRANGEMENTS**

St George's Primary School uses the Local Authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this St Georges' Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St Georges' Primary School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found on the Family Information Directory part of the Dorset County Council's

website and on the Local Offer information held on the local authority's website.  
[www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) .

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place:

- A stair lift
- Wheelchair access to the downstairs with classes being relocated to ensure access to pupils.
- Disabled toilet and shower facilities.
- Assistive technology.
- Acoustic tiling.
- Personalised seating equipment to meet physical and sensory needs.
- Increased access to the curriculum and assistance during examinations
- Planning and personalised support for all off site visits and activities.
- School mini bus.

## **SEND INFORMATION AND LOCAL OFFER**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 (JAN 2015) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

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

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

All learners will have access to quality first teaching . Some learners will have access to support in the form of small groups or one to-one. Often, these will be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

All learners will be monitored through a detailed tracking system which outlines and monitors all additional intervention across the school, as well as academic achievement. When tracking evidence and teachers professional judgement suggest a pupil may have SEND this is discussed with parents. The school discusses with parents a SEND screening which assesses any possible need with Communication and Interaction, Cognition and learning, Sensory/physical needs and social emotional mental health needs. School based evidence is used in addition to parent contributions using a parent questionnaire.

The results of this are shared with parents at the first available opportunity and interventions if required are put in place using a school provision map and referrals to wider agencies are made in consultation with parents. This provision is then reviewed termly.

Learning needs are managed either by using additional support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from teaching assistants or specialist staff.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

#### **Examples of other influences upon progress:**

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

#### **MANAGING SEND CHILDREN IN OUR SCHOOL**

Where a child is identified as having SEND and or a disability, St George's Primary School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (Jan 2015) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents /

carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

**St George's Primary school manage SEND pupils within school by a graduated approach, these are the stages:**

**Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored and a SEND screening discussed with parents and completed in school.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the School Overview for Vulnerable Groups they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. This can be done through meetings with the class teacher, SENCO or in the parent questionnaire which contributes to the school SEND screening.
- h) A child may be closely monitored due to concerns by parent or teacher but this does not automatically place the child on the School Overview for Vulnerable Groups. Any concerns will be discussed with parents informally or during parent's evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

**SEN Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this decision and the child will be added to the School Overview for Vulnerable Groups. The aim of formally identifying a pupil with SEND is to help school 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 already 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, SENCO 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.

### **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 SENCO.

### **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 SENCO 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 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. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Health professionals
- External agencies, particularly the advice of the Educational Psychologist.

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. Further information about EHC Plans can found via the SEND Local Offer [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer)

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY.**

St George's Primary School monitors and evaluates its response to and support of SEND constantly with reference to the degree:

- The school achieves early identification of a child's special educational needs.
- The school effectively assesses a child's special educational needs.
- The school makes effective and appropriate provision for a child's special educational needs.
- The school effectively records and monitors the progress of a child with special educational needs.
- The school makes appropriate and effective use of outside support agencies and services.
- The rate of progress for pupils with SEND matches that of their peer at least.

This information is reported to the Governing Body annually and discussed with the SEND Governor termly.

### **COMPLAINTS PROCEDURE REGARDING S.E.N.D PROVISION:**

Depending on the seriousness of the concern, the parents should first of all speak to the child's class teacher. If the concern is not resolved then they should speak to the school's S.E.N.D coordinator, then the head teacher who will explain the procedure for making a complaint to the governing body if the parents are still dissatisfied.

### **REMOVING A CHILD FROM THE SCHOOL OVERVIEW FOR VULNERABLE GROUPS.**

A child will be removed from the School Overview for Vulnerable Groups if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

### **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

### **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

St George's Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE Dec 2015). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St George's Primary School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the St George's Primary School policy on "Supporting children at school with medical conditions".)

## **TRANSITION ARRANGEMENTS**

St George's Primary School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

### **Transition on Entry to school.**

On entry into the Foundation Stage all Reception teachers will visit the preschool settings to observe and meet pupils. Any pupils with recognised SEND needs will be identified to the SENCO and a meeting with the parents arranged to discuss and specific transition arrangements. This may include a phased entry to school, additional TA support or special access arrangements.

### **Annual transition between years.**

St George's Primary School recognises that some pupils find transition between years and the change of adult staff challenging to manage some of these pupils may have other identified SEND needs some may not.

In supporting all pupils in their transition we ensure that there is a planned "Moving Up Day" where pupils will meet their new teacher and peers for at least 1 morning. In addition identified pupils will be given a school photo book about their new class, teacher and other adults. This is discussed with parents. This is given to them to take home to refer to during the Summer Break. Staff – both class teachers and Teaching assistants are provided with time to meet and discuss all pupils and their needs and learning strengths and weaknesses. Pupils with identified Social and emotional and mental health needs will contribute with staff to a "Pupil Passport" which is passed to the new teacher. This document describes the pupil's strengths and weaknesses and how they can best be helped.

### **Transition to Secondary School.**

The SENCO, Learning Mentors and all Year 6 teachers will have transition meetings with relevant staff. The SENCO will provide a Pupil Passport to the relevant SENCO outline the pupil's needs and interventions. Pupils with a Statement/Education Health Care plan will have an Annual Review during the Autumn Term of their final Year and relevant staff from the selected Secondary School will be invited to attend.

Pupils requiring enhanced transition to Secondary School are identified by school and parents. Additional visits are agreed with the Secondary school and St George's Primary school Teaching Assistants are released to support these arrangements. Other arrangements such as a Photo book, social story or also implemented if required following liaison with parents.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE - JAN 2015) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and children as and when required. The school regularly seeks advice from the Educational Psychology Service, SENSS, Behaviour Support Service, and School Nursing Service, Occupational Therapy Services and Social Services and others.

- The SENCO is released to attend appropriate courses.
- Teachers and Teaching Assistants are released to attend appropriate courses in relation to their own continuous professional development and to meet the needs of pupils they are currently supporting or may support in the future.
- S.E.N.D provision and in-service training is included in the schools development plan.

The SENCO will provide information on specific needs for new staff as part of the induction process for teachers and Teaching assistants.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

School Governors attend a governor training programme. The SEND governor attends regular meetings with the Inclusion leader and is provided with up to date information and recommendations by the Inclusion Leader.

The school has an Educational Visits co-ordinator Mr M.Coombs who receives training by the Local Authority every 3 years.

## **SEND INFORMATION**

St George's Primary School presents its SEND information in three ways:

- Information placed on the school website which can be found on the school website under: [Policies-Inclusion Policy](#).
- The annual SEND Information Report.
- Information on the Family Information Directory
- Following the link from the school website to the local authority's Local Offer website.
- Information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

## **ACCESSIBILITY**

St George's Primary School publishes its Accessibility Plan on the school website; this information can be found under: [Our school, Policies](#). Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or

welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO or Head teacher.

St George's Primary School publishes its Complaints Policy on the school website; this information can be found under:[Our school-Policies](#).

### **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually. The views of parents and pupils are collected through school and SEND questionnaires in addition to Parent working Party meetings to discuss SEND provision and policy which are held annually. The views of all stakeholders are also collected through questionnaires and discussion in reviewing and updating the SEND Inclusion Policy.

### **LINKS TO OTHER RELATED POLICIES**

- Supporting children at school with medical conditions
- Accessibility Plan
- Equality / equality information and objectives
- Safeguarding
- Anti bullying
- Data protection
- Complaints

Date for Review : Autumn Term 2018