

St George's
Church of England Primary School

Children are a Gift from God



Special Educational Needs Policy

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Introduction	4
Special Educational Needs Co-ordinator	4
Philosophy	4
Aims and Objectives:	5
Identifying Special Educational Needs	5
SEN Provision	6
Structural Arrangements	7
Roles and Responsibilities	7
Governing Body	7
The Headteacher	7
SENCO	8
Phase and Curriculum Leaders	8
Teaching Staff	8
Teaching Assistants	9
Storing and Managing Information	9
Inclusion	9
Complaints Procedures	10
Monitoring and Evaluation of this Policy	10
Identification, Assessment and Provision	11
Identification and Assessment	11
Additional Screening	12
Provision	12
Graduated Response	12
Provision of an Appropriate Curriculum	13
Allocation of Resources	13
Partnerships	14
In school	14
Parents	14
Children	14
External Support	15
Transition	15
Supporting Pupils at School with Medical Conditions.	15

St George's Church of England Primary School complies with the statutory requirements laid out in the SEN Code of Practice and has been written with reference to all the relevant documents.

Introduction

Special Educational Needs Co-ordinator

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This policy was created by the school Special Educational Needs Co-ordinator (SENCO) in liaison with Pupil and School Support, the Special Educational Needs Governor, the Senior Leadership Team, all staff and parents of pupils with a Special Educational Need with due regard given to current reform.

Philosophy

'Every Teacher, Every Child'

*All members of staff, in conjunction with the authorities, (Governing Body and Local Authority) have a responsibility for ensuring that **all** children can succeed and have an equal opportunity to attain their maximum potential in all aspects of the curriculum. These children are entitled to a broad and balanced curriculum, including the National Curriculum, and their relative progress will be recorded, valued and reviewed.*

Aims and Objectives:

To:

- Work within the guidance provided in the SEND Code of Practice 2014.
- Create an environment that meets the special educational needs of each child.
- Ensure that the special educational needs of children are identified, assessed and provided for.
- Make clear the expectations of all partners in the process.
- Identify the roles and responsibilities of staff in providing for children's special educational needs and provide support and advice.
- Enable all children to have full access to all the elements of the school curriculum.
- Ensure that parents are able to play their part in supporting their child's education.
- Ensure that our children have a voice in this process.
- Promote a positive self-image and self-worth of all children in the school.
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Identifying Special Educational Needs

A child has special educational needs if they have a *learning difficulty or disability*, which calls for *special educational provision* to be made for them.

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Children will 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 are taught.

Special Educational Provision may be triggered when children fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the child's needs will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age expectations, particularly in English or maths.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

* Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.

- Having medical needs, including mental health problems, which mean that a pupil is unable to access education.

SEN Provision

This is included on our school's Local Offer. Please see our website for further details.

Structural Arrangements

Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice guidelines and school job descriptions.

Governing Body

The Governing Body (Local Academy Board) has adopted the main duties and responsibilities in relation to SEN as outlined in 'The Governors' Handbook (Section 3.5.1). The key areas are to:

- Work in partnership with the Headteacher. Our Governors have responsibility for deciding the school's general policy and approach to meet the needs of children with Special Educational Needs, including those with and without Education, Health and Care plans (EHCP).
- Monitor the Special Educational Needs policy through the school's self-review procedures.
- Be informed of the school's Special Educational Needs provision, setting up appropriate staffing and funding arrangements and overseeing the school's work.
- Take account of the 'SEND Code of Practice' when carrying out their duties towards all pupils with SEN.
- Make reasonable adjustments to avoid substantial disadvantages experienced by disabled pupils. They are required, where reasonable, to provide auxiliary aids and services as part of the 'reasonable adjustments' duty.

The Governing Body has identified a governor to have specific oversight of the school's provision for children with special educational needs. The SEN Governor ensures that all governors are aware of the school's SEND provision including the deployment of funding, equipment and personnel.

The Headteacher

Roles and responsibilities include:

- Setting objectives and priorities in the school development plan which include Special Educational Needs.
- Managing day-to-day provision for children with Special Educational Needs, including setting a budget for SEN within the school's overall financial resources. The day to day provision is delegated to the SENCO.
- Informing the Governing body.

SENCO

Roles and responsibilities include:

- Disseminating information and raising awareness of special educational needs issues throughout the school.
- Is responsible to the Head Teacher for the management of SEND provision and the day-to-day operation of the Special Needs policy.
- Managing and developing the roles of Teaching Assistants.
- Screening and identifying children with special educational needs.
- Co-ordinating provision for children with special educational needs.
- Supporting teaching and learning of children with special educational needs.
- Keeping accurate records of all children with special educational needs.
- Drawing up, reviewing and monitoring ITPs and/or support plans for children with EHCPs and on School Support.
- Monitoring the delivery of the Special Educational Needs policy.
- Being responsible and accountable for the whole-school special needs resources and sharing with the Headteacher responsibility for the allocation of funding.
- Advising on the deployment of the school's delegated budget and other resources to meet the needs of pupils effectively.
- Liaising with parents of children with Special Educational Needs.
- Liaising with and advising fellow teachers and support staff.
- Liaising with other SENCOs.
- Liaising with outside agencies.
- Contributing to in-service training.

Phase and Curriculum Leaders

Roles and responsibilities include:

- Turning the school's special educational needs policy into practice.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for children with special educational needs are purchased.

Teaching Staff

"All teachers are teachers of special needs"- "Every Teacher, Every Child"

It is the responsibility of every teacher to teach all children within their class including those with SEND.

Roles and responsibilities include:

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum.

- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the children in their classes.
- Ensuring ITP (individual target plan) and support plans are used in the planning of their lessons.
- Monitoring progress of children with special educational needs as being part of the graduated response.
- Being fully aware of the school's procedures for special educational needs.
- Raising individual concerns to the SENCO.

Teaching Assistants

Roles and responsibilities include:

- Supporting children with special educational needs.
- Planning and delivering an individualised programme where appropriate.
- Monitoring progress.
- Assisting with drawing up ITPs/support plans for the children they are responsible for.
- Contributing to the review progress.
- Working with small groups in or out of the classroom, under the direction of the class teacher.

Storing and Managing Information

All documentation is stored in accordance with school policies and procedures with regard to data protection.

Inclusion

At St. George's Church of England Primary School, all children irrespective of ability, race, gender or need, are respected and valued as complete individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems and the arrangements made for careers' advice. Children with special educational needs are integrated and included into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- The needs, rights and entitlements of individual children are the focus of both an educational and social environment.
- Staff are entitled to an effective and supportive environment, consistent quality training an effective learning environment and good quality advice.
- The family and community should work together.

Complaints Procedures

This is included on our school's Local Offer. Please see our website for further details.

If parents have a specific concern with regard to SEND we ask that they speak to the class teacher and/or SENCO in the first instance.

Monitoring and Evaluation of this Policy

The degree of success of this policy and its implementation will be evaluated using the following indicators:

- Recorded views of children and parents, particularly at review meetings.
- Recorded views by teachers on children's competence, confidence and social acceptability.
- Measurable or observable gains from children, particularly in terms of set targets, screening tests and other assessments carried out where appropriate.
- Evidence of planning and targeted expenditure for special educational needs.
- SENCO reviewing procedures in consultation with phase leaders and outside agencies.
- Complaints received and actions taken.

Identification, Assessment and Provision

Identification and Assessment

The school uses the guidance outlined in "The Code of Practice" (2014).

SEND falls into four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social Emotional and Mental Health Difficulties
4. Sensory and/or Physical needs

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. It takes into account their views and experience as well as the child's own opinions.

The child may be recorded by the school as being under observation due to concern by their parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

- Class teachers, supported by the senior leadership team, make regular assessments of progress for all children. These help identify those making less than expected progress.

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This can be characterised by 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. It may include progress in areas other than attainment e.g their wider development or social needs in order to make a successful transition to secondary school.
- The SENCO works closely with parents and teachers to plan an appropriate programme of support using an Assess, Plan, Do and Review approach. This is reviewed termly and is called SEN Support.
 - Where a child continues to make less than expected progress the school will consider involving specialists and/or outside agencies,
 - If the child still continues to make less than expected progress the school, in liaison with the parents, will consider requesting an Education, Health and Care Plan (EHCP). Further information about EHC plans can be found via the Birmingham Local Offer: <https://www.localofferbirmingham.co.uk/>

Additional Screening

Individual literacy assessments are carried out to give baseline levels e.g reading/spelling ages. Individual maths assessments help identify gaps in mathematical knowledge.

Provision

Teaching children with special educational needs is a whole school response. Central to the work of every teacher is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children at St George's Church of England Primary School learn and progress through these differentiated arrangements.

Once a pupil who may have special educational needs has been identified a graduated response is adopted, providing a level and type of support, which will enable the pupil to achieve adequate progress. This provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Response

a) Assess

The class teacher working with the SENCO carries out a clear analysis of the child's needs.

b) Plan

A set of actions to help the child make progress is recorded and appropriate interventions, strategies and support are planned. These are recorded on the pupil's one page profile and are shared with teachers, support staff and parents.

c) Do

The class teacher remains responsible for working with the child on a daily basis. Interventions are either teacher led or TA led however the class teacher remains responsible for the child's progress.

d) Review

The effectiveness of the support and interventions and their impact on the child's progress are reviewed termly. These are evaluated along with the views of the child and parents.

Where the child has an EHC plan, a more formal annual review is carried out.

Provision of an Appropriate Curriculum

It is the responsibility of individual teachers that the requirements of the National Curriculum are met for those children with special educational needs.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, work is differentiated appropriately and assessment is used to inform the next stage of learning.

We are committed to whole school inclusion. In our school we support children with a range of Special Educational Needs. We will seek specialist SEN support and training from SEN services where necessary. The SENCO, with the senior leadership team ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Allocation of Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and the SENCO meet annually to agree on how to use funds directly related to EHCP. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

Pupil Premium and SEND funding streams:

The school is funded to meet the needs of all their children through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of children receiving free meals and those underachieving on entry.
- Funding for specific children to meet their assessed needs.

Partnerships

In school

- Pupil concerns are discussed during meetings between teaching staff, teaching assistants and the SENCO.
- Staff then meet with parents to share and discuss best next step and practice is reviewed.

Parents

St. George's Church of England Primary School actively seeks to work with parents and values the contributions they make.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND those with Education, Health and Care Plan and those without.

The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

Termly meetings share the progress of special needs children with their parents who are informed of any outside intervention.

- Parental views are recorded as part of the review procedures.
- Parents are actively encouraged to help with for example, hearing their child read and learning spellings.
- Parents are encouraged to attend parents' evenings where their child's progress is discussed with teachers.
- Effective communication is achieved through regular contact with home.

Children

St. George's Church of England Primary School acknowledges the pupil's role as a partner in his/her own education. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

- Children are actively encouraged to take responsibility participate in decision making by attending all reviews and to be involved with negotiating their individual targets.
- Pupil views are recorded as part of the review process and their views are valued and listened to.
- Children are encouraged to make judgements about their own performance against their targets.

External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil. The main external support agencies used by St George's Church of England Primary School include:

- Educational Psychology Service
- Pupil and School Support Service
- The School Nurse
- Forward Thinking Birmingham
- Speech and Language Therapy (Traded Services)
- Communication and Autism Team
- Sensory support.
- Physical Disability Support Service
- Medical and Health Services

Transition

All documentation about special needs included in a pupil's record is transferred between schools.

Meetings are held with nurseries and pre-schools to ensure smooth transition into reception and their records are transferred. Staff complete observations of children in a familiar setting in order to inform their practice. Parents also inform this process. The transition is led by the needs of the children and part time timetable maybe considered.

Transition between Key Stages and year groups also takes place and is led by the needs of the children.

The records of children who leave at the end of Year 6 are transferred by recorded or personal delivery with an attached received receipt.

Meetings are also held with receiving school to ensure the best possible transition for individual pupils. We will arrange additional visits and will invite the SENCO to meet with ourselves and parents as appropriate.

Supporting Pupils 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 children with medical conditions maybe disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may have special educational needs (SEN) and may have a an EHCP which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice 2014 is followed.

Safeguarding

The school recognises the potential vulnerability of children with additional SEND and the following policies reflect this:

- Child Protection/Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- E-safety Policy

As part of our ongoing review procedures for SEND children high regard is always given to their safeguarding.