



*As a community, including children, staff, parents and governors, we seek to encourage the faith and educational journey of all our members.*

*We exist to identify the spiritual, academic, physical and professional needs of the children and staff, enabling them to affirm, support and develop each other in the spirit of Jesus.*

*We believe especially that our education must be broad and life-changing, enabling all the children to develop to their fullest potential so they may influence both the world of today and the world of tomorrow.*

## SEND POLICY

### **1. The Special Education Needs Co-ordinator**

St Andrew's Special Education Needs Co-ordinator (SENCo) is Mrs Louise Barnes. Mrs Barnes is a member of the School's Senior Management team and has been the SENCo since 2004. If you have any queries or concerns related to special educational needs she can be contacted by telephone on the school number (01706 822649) , by email ([l.barnes@standrewsramsbottom.co.uk](mailto:l.barnes@standrewsramsbottom.co.uk)) or by appointment.

### **2. Beliefs and Values**

The Governing Body and the whole School team are committed to providing a welcoming and stimulating environment to support the needs and to develop the learning of all children in our school. We believe that every teacher is a teacher of every child, including those with special educational needs or disabilities (SEND)

At St Andrew's we believe that:

- every child is valued and that diversity is celebrated
- all children must be given access to a broad, balanced and well-structured curriculum, adapted to their needs
- all children are entitled to experience success
- special education needs can cross all curriculum areas and all aspects of teaching

and learning

- special education provision is more effective if pupils and parents/carers are fully involved and planning is centred around the child and their needs.

3. This policy has been developed using NASEN guidelines and it reflects the SEND Code of Practice , 0-25 guidance. It has been written following consultation with a focus group of interested parents. The document is available on the school website or as a hard copy on request from the School office.

## **SECTION 2 Overview**

### **2.1 Aims**

The aim of SEND provision is to raise the aspirations and expectations for all pupils with SEND. In order to do this we focus on outcomes for children and young people and not just the hours of support allocated. We endeavour to achieve maximum inclusion of all pupils. This policy reinforces the need for quality first teaching augmented by focussed support and interventions.

### **2.2 Admission**

No pupil will be refused admission to the school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against children with a disability and will take all reasonable steps to provide effective educational provision. (See School's Admission Policy which is available on the school website.

## **SECTION 3 Identifying SEN**

### **3.1 What are Special Educational Needs and Disabilities ?**

The term 'Special Educational Needs', refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

St. Andrews aims to provide support for all children, sometimes with the help of specialists. If a child has Special Educational Needs and/or Disabilities, they may need extra help in a range of areas, for example:

- Reading, writing, mathematics or understanding information.
- Expressing themselves or understanding what others are saying.
- Making friends or relating to adults.
- Personal organisation.
- Sensory or physical needs which may affect them in school.

The Code Of Practice (2014) sets out needs in four different areas:

<p><b>Communication and Interaction</b></p> <p>May have speech sounds difficulties.          May find it difficult to communicate with others.          May have difficulty understanding others.          May have an Autism Spectrum Disorder (ASD).</p>	<p><b>Sensory and/or physical needs which may include</b></p> <p>A visual impairment (VI).          A hearing impairment (HI).          A multi-sensory impairment (MSI).          A physical disability (PD).</p>
<p><b>Social, emotional and mental health difficulties</b></p> <p>May show emotional difficulties such as withdrawn or challenging behaviour.          May have disorders such as;          Attention Deficit Disorder (ADD),          Attention Deficit Hyperactive Disorder (ADHD),          or Attachment Disorder.</p>	<p><b>Cognition and Learning</b></p> <p>May learn at a slower pace than others of the same age.          May have a Specific Learning Difficulty (SpLD),          such as;          Dyslexia,          Dyspraxia,          or Dyscalculia.</p>

Many children will have inter-related needs. At St Andrew's we know that it is important to consider the needs of the whole child which will include, but not be limited to, his/her special needs

### 3.2 Who is involved in identifying Special Educational Needs and Disabilities?

Parents have a vital role to play in their child's education. They know their child well and are often in a position to alert the class teacher to any possible concerns.

The class teacher will keep records of progress and will be able to identify areas of difficulty, including SEND. Termly pupil progress meetings with the leadership team also help to identify those pupils who are making less than expected progress, given their age and individual circumstances. Adults who support in the classroom will also pass any observations and concerns to the class teacher. Parents and teachers may approach the Special Educational Needs Coordinator (SENCo) for advice and support.

The SENCo may carry out observations and assessments.

### 3.3 How are Special Educational Needs and/or Disabilities identified?

Where concerns arise additional information is sought by:

- Talking with parents.
- Referring to records from previous settings/schools.
- Requesting information from appropriate external agencies.
- Analysing data (tracking progress over time).
- Monitoring changes in children's behaviour and presentation.

Many children will have inter-related needs, and it is important to consider the needs of the whole child which will include but not be limited to his/her special need. Additional areas which are not considered to be SEND, but which might impact on a child's progress include:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being eligible for Pupil Premium
- Being a child or young person in care
- Being a child of a service man or woman

## **Section 4 A graduated approach**

### **4.1 What happens at first**

When potential concerns have been raised, the first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service
- Cognition and Learning and Language Support team
- Communication and interaction team
- Behaviour Support team
- Physical/Sensory Support team
- Visual impairment team
- Speech and Language Therapy

- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy

If the support needed can be provided by adapting the school's core offer then a child might not be placed on the SEN register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process.

#### 4.2 The four part cycle: Assess...Plan...Do...Review

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan:** Where SEN Support is required, the teacher (sometimes with SENCo support) will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan

**Do:** The class teacher is responsible for the pupil's work. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide, guidance and advice for the teacher.

**Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, parent/carer and the pupil. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEN Support. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

The ultimate goal is to remove / alleviate barriers to learning and for the child to participate in the life of the school as fully and happily as possible.

#### 4.3 SEN Support +

A small number of pupils, whose needs are complex and long term, may require a greater

level of support than that provided at SEN Support from the school's own resources. For these pupils a request might be made to the local authority to consider providing some additional funding to help school to support the pupil. This is called SEN support +.

As a Dyslexia Aware school we ensure inclusion for children if they show dyslexic tendencies. The whole staff have received Dyslexia Awareness training and can recognise dyslexic tendencies. Strategies are in place to support these pupils.

#### **4.4 EHC Plan**

Where a pupil has particular needs which cannot be supported even with SEN Support + funding, a request can be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

### **Section 5 Exiting the SEN register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

### **Section 6 Supporting Pupils and Families**

#### **6.1 The Local offer**

This policy should be read in conjunction with Bury local offer

#### **6.2 Examinations and tests**

Children with SEND are supported to access exams and other assessments according to individual need. This might be by allowing additional time to complete a test, providing large print test papers, using alternative methods of recording or other arrangements depending on particular needs. Class teachers, in consultation with the SENCo, are responsible for ensuring that appropriate arrangements are put in place.

#### **6.3 Transition**

Transition to a new class or school can be difficult for many children. At St Andrew's School we endeavour to make this transition as easy as possible. During the summer term all children will visit their new class, Year 6 children carry out work linked to their move to High School and have visit days. For children with specific needs the SENCo will arrange additional support to aid transition such as additional orientation visits, work on reading a timetable etc.

## **Section 7 Supporting children with medical conditions**

Whilst medical conditions are not a special educational need, at St Andrew's we understand that some children have conditions which mean that they need additional support so that they can have full access to education. In supporting children with medical conditions school will always have regard to the views and feelings of the pupils and his/her parents or carers. For more information please refer to the school's Policy on managing medical conditions.

## **Section 8 Monitoring and Evaluating SEND**

The progress of children is carefully monitored and recorded. This enables staff to determine the need for additional support and allows us to evaluate the quality of provision.

In addition to the usual school records, progress of children with a SEN is assessed by class teachers and recorded on pupils' Individual Education or Behaviour Plans (IEP /IBP). This information, together with information from parents and pupils is used to decide on the next steps for the child. Cycles of assessment and planning followed by action and review (assess/plan/do/review) are carried out. There will usually be three such cycles during an academic year. Completed IEP and IBP forms are monitored by the SENCo to help with the evaluation of the effectiveness of provision.

## **Section 9 Training and Resources.**

The school's SEN provision is funded from the following sources:

SEN formula funding

Payments for pupils with a Statement/ EHC plan

Additional funding allocated to the school budget

Pupil Premium funding (where eligible)

Funding is used to provide SENCo time, Teaching Assistants to support SEN pupils in class and in small groups, training for staff, appropriate books, computer programmes and equipment

To maintain and develop the quality of teaching and provision , in order that we can respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. The training needs of staff are identified through performance management and pupil progress meetings and the school development plan.

The SENCO regularly attends the Local Authority's SENCo network meetings in order to keep up to date with local and national changes in SEND.

## **Section 10 Roles and Responsibilities**

Mr D Marsh, Headteacher, is the designated person with safeguarding responsibility. Mr Marsh also has responsibility for managing the Pupil Premium Funding and Looked After Children funding.

Mrs C Duncan is the SEN Governor

Mr R Ruston is the Safeguarding Governor

Mrs L Barnes, SENCo, is responsible for the day to day management of SEN provision

## **Section 11 Storing and Managing information**

All staff are aware of the sharing of information on a 'need to know' basis

Class teachers have the most recent and relevant documents stored in the classroom.

More sensitive information is stored in a locking filing cabinet in the teachers' study room or in the Head teacher's office.

Medical care plans are available for relevant pupils in their classrooms and on the Medical board within the teachers' study room in case of emergency.

## **Section 12 Complaints procedure**

Any issues or complaints can be raised informally with the class teacher or with Mrs Barnes (SENCo). An informal discussion will often resolve worries or concerns. If this does not resolve an issue or if there is a more serious concern, parents are encouraged to speak informally with Mr Marsh (Head teacher).

In cases where informal discussions cannot resolve an issue, parents and carers can use the School's formal complaints procedure. Full details of this can be found on the school website or obtained from the school office.

## **Section 13 Reviewing the policy**

This policy will be reviewed in line with the Code of practice and shared with the school governors, all school staff and placed on the school website.

February 2015



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