

SCHOOL POLICY FOR SEND (Special Educational Needs and Disability)

Co-ordinator: R Spencer (SENDSCO)	Buddy: Mr L Bridges Mrs D Cox	Governor for SEND: Mrs Julia Buckley	Date Adopted: November 2023	Review by: November 2024
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How the Policy developed

Whole School review of previous policies.

How it relates to the School Improvement Plan

Within the School improvement Plan the policy will be revised during the academic year 2023/24

Definition of Special Educational Needs

Children have a *Learning Difficulty* if they: -

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her 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

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.

At St Leonard's we aim to develop each child emotionally, physically, intellectually, socially, and spiritually so they are able to reach their full potential and be prepared for the next phase in their life and education.

Identification

Pupils with Special Educational Needs and Disability will include those pupils with additional needs who require specific interventions to support learning or special accommodation for physical disability. Pupils who come within the remit of the schools SEND policy are those pupils who have one or more of the following:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

At St Leonard's we are committed to the early identification and intervention of children who may have SEND. Preparation for those children who experience difficulty in their basic skills is a normal part of all lesson planning. Special educational provision is underpinned by high quality first teaching which facilitates inclusive teaching and learning for all abilities, races, and genders. Quality first teaching takes into account the needs of children and makes provision for them. This enables all children to participate effectively in all curriculum and assessment activities. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum and tracking of pupil progress. We obtain information from parents/carers and any other records from the previous schools the children may have attended.

We seek to ensure all children are fully included in all aspects of school life.

Children who have special educational needs are fully included into every aspect of school life whilst having their individual needs monitored closely using the 'Assess, Plan, Do, Review' approach. This is recommended in the SEND Code of Practice (2014).

Children are taught by their class teacher alongside their peers and may be supported by a teaching or special support assistant for some of their work. Information is shared with parents about the impact of the support and interventions provided enabling them to be involved in planning next steps. Where, despite relevant and purposeful action to identify, assess and meet the SEND of the pupil has not made expected progress, in consultation with parents/carers the school will consider requesting an Education, Health and Care assessment.

Graduated Approach

Assess

- In identifying a child as needing SEND support, the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment and behaviour, including learning behaviours.
- Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

Plan

- Where it is decided to provide a pupil with SEND support, parents will be fully involved and consulted. Interventions and support strategies will be discussed with all concerned parties and an action plan put in place detailing outcomes and a review date.
- An Individual Education Plan (IEP) will be put together. This sets out any arrangements that are additional to and different from that which is offered through the school's curriculum.
- All staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required

Do

- The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Continuous assessment will also be through marking.
- The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher will revise the support (IEP) in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- The IEP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.

At each stage of the process pupils and parents will be informed and consulted.

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether an Education, Health and Care Assessment may be necessary. We use the LEA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an Education, Health and Care Plan may be issued by the LA.

Provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.'

(Special educational needs and disability code of practice: 0 to 25 year (2014)).

Purpose

- To welcome pupils with SEND and meet their needs in a positive manner so they achieve their best.
- To identify and assess children with SEND as early as possible by gathering information from parents and other agencies.
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To identify and address pupils' needs through the graduated approach and the four-part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- That where possible pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEND.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act.
- To ensure that support agencies are used effectively.
- To encourage confidence and raise self- esteem by providing a caring and well organised environment so children with SEND can achieve their best.
- To ensure that SEND is reflected in school policies, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

Key Targets for the Period to the Date of the Policy review

To continue to develop and refine the whole school recording system for intervention.

Measuring implementation and impact of intervention in English and Maths.

Monitor progress of SEN children across the school.

Monitor the impact of precision teaching.

Tasks	Action Group	Timescale	Cost
<p>1. To continue to monitor whole school intervention data through proformas particularly in maths and writing and refine provision map across the school. –</p>	<p>SENDCO Teaching staff</p>	<p>Ongoing</p>	<p>Cost of Cover.</p>
<p>2. To continue to focus upon and observe TA's who deliver intervention to check continuity, progression, and quality of intervention programmes/small group and 1:1 work.</p>	<p>SENDCO, Head Teaching staff,</p>	<p>Ongoing but checked each term through the appropriate learning plan.</p>	
<p>3. To continue to monitor the progress of all SEND children and ensure progress is being made through reasonable adjustment to specific programmes of intervention and external agency strategies are being used for pupils with specific needs.</p>	<p>SENDCO/Head Teacher.</p>	<p>Ongoing- to be checked termly.</p> <p>Ongoing over the academic year. Termly checks.</p>	
<p>4. To continue to ensure provision/intervention is appropriate to the needs of the pupils and well matched when identifying pupils for 'catch up' intervention in school time and after school. Plan and implement support.</p>	<p>Teaching Staff Head Teacher SENDCO Teaching staff.</p>	<p>Ongoing- termly checks.</p>	

<p>5. To update IEP programme and provision map recording system by seeking further SEND opportunities from local primary/secondary within the trust.</p> <p>6. To continue to audit/ update resources as and when necessary, including online resources.</p> <p>7. To continue to investigate specific key intervention programmes for English and maths which monitor progression of key children.</p>	<p>SENDCO/Head. Teaching Staff. IT lead Trust Network meetings.</p> <p>SEND assistant- Mrs Cox to monitor and keep up to date.</p> <p>Hedd/ SENDCO Subject leads.</p>	<p>Ongoing.</p>	
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Intentions

Individual pupil's needs will be reviewed and revised, and new pupil Individual Education Plans (IEP) will be developed on a termly basis.

- The SENDCO to meet with the SEND Governor termly, to provide an overview of provision.
- The SENDCO to discuss issues as and when they arise and disseminate information to relevant staff.

We shall adopt a whole school approach to specific problems that may arise. SEND co-ordinator and Head to meet to discuss issues after which staff will be informed of any SEND issues during the first half of each term.

We intend to liaise with each other providing an open forum for ideas related to the needs of pupils.

We intend to liaise in partnership with parents concerning their children's special needs on a termly or more frequent basis should the need arise.

We shall liaise with external agencies, and across the Key Stages when appropriate.

The SEND team, (Head Teacher, SENDCO, Mrs Cox, Mrs P Ashling) will attend relevant In-Service training to develop their expertise and disseminate to staff.

The SEND co-ordinator is responsible for:

- The day-to-day operation of the School's SEND policy.
- Advice to class teachers on pupils on SEND 1, SEND 2 as well as co-ordinating provision for children with special educational needs, statemented pupils, and other children with specific needs.
- Maintenance of resources and budget management.
- Informing Head and Governors on SEND in school.
- Managing Learning Support Assistants (LSA) /TA's, HLTA's.
- Time tabling support time for SEND pupils. (In conjunction with the Head Teacher).

- Instructing LSA, TA's, HLTA's on specific programmes for SEND pupils.
- Conducting the Annual Review for EHCP pupils.
- Along with the Buddy maintain record keeping, and updating the schools SEND Register.
- Contributing to the In-service training of staff.
- Liaising with external agencies including the Local Authority (LA) support and Educational Psychology services, health and social services, and voluntary bodies.

Aims and Objectives

We aim to provide information for parents/governors/teachers and support staff about our philosophy and practice in relation to SEND.

We aim to provide all children with a broad, balanced, and relevant curriculum.

We aim to ensure that all pupils are fully integrated into every aspect of school life.

We hope to maximise their potential as learners, thus helping them to contribute to the social and cultural activities of the school.

We aim to increase the extent to which disabled pupils can participate in the school curriculum.

We aim to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of the education provided.

To create an environment where the needs of individual children with SEND can be met.

To enable all children to have full access to all elements of the school's curriculum and school life.

To provide support and advice for all staff working with pupils with special educational needs.

To make clear the expectations of all partners including the family, in the process.

To ensure that the special educational and/or disability needs are identified, assessed, and provided for.

We aim to continue to use IT to support the recording system through our own tracking system, intervention measures/impact and the central record system in the office (a register of children with Special Needs showing their needs and the stage of SEND they are at currently i.e., SEND Support or EHCP).

We aim to enable the needs of individuals to be assessed at an early stage. These needs will be monitored and addressed in line with Special Educational Needs Code of Practice.

The stages of assessment we shall adopt are:

SEND SUPPORT 1 (Including Early Years): The provision by the school of interventions that are additional to and or different from those provided as part of the school's usual differentiated curriculum and strategies.

- Class or subject teacher identify or register a child's SEND and consulting the school's SEND coordinator (the teacher responsible for SEND provision in the school), take initial action.
- The school's SEND co-ordinator (SENDSCO) takes the responsibility for gathering information and for co-ordinating the child's special educational provision; working with the child's teacher to draw up an Individual Education Plan (IEP) which sets out SMART targets for the child.

SEND SUPPORT 2 (Including Early Years) Additional provision to that at SEND SUPPORT 1 based on advice from external support services and required as a result of a child

- Making little or no progress over a long period.

- Continuing to work at a NC level substantially below that expected of children of a similar age.
- Continuing to have difficulty in developing English and Mathematical skills.
- Having mental, emotional, or severe behavioural difficulties that interfere with the child's own or class group's learning.
- Having sensory or physical needs requiring specialist equipment or specialist input.

- Having communication or interaction difficulties that impede the development of social relationships or cause substantial barriers to be learning.

REFERRAL FOR STATUTORY ASSESSMENT EHCP (Education Health Care Plan)

For a very few pupils, the help given in school through SEND SUPPORT 2 may not be sufficient to enable pupils to make adequate progress. The school, in consultation with parents and external agencies then asks the LA to initiate a Statutory Assessment.

The LA will consider the need for a statutory assessment and if appropriate, make a multi-disciplinary assessment and then, if appropriate, draw up an EHCP and arrange, monitor, and review provision thereafter.

Principles of Teaching and Learning

All teachers are teachers of children with SEND and have a responsibility to meet the needs of children with SEND, following the advice of external professionals and/or the school SEND co-ordinator where such advice has been sought.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Every pupil will receive access to the full National Curriculum and high-quality teaching in the first instance. They will be integrated into every aspect of school life. (We will give regard to all equality policies).

In school, we may teach SEND children as individuals, in pairs, in small groups, or integrated within the whole class taking an active role within that class; which of these is appropriate, will depend entirely upon the learning focus. We believe that it is good practice to have a number of flexible groupings dependent upon the activity concerned.

Equal Access and Outcome

All pupils will have full access to a balanced broad-based curriculum. Children with SEND will be integrated into every aspect of school life. We believe every child deserves this.

Resources may need to be tailored to suit particular children e.g. large cubes to be used in maths for children with manipulative or special problems. Worksheets may need to be enlarged for children with sight difficulties. Signing has been and may be used with pupils with Communication difficulties. To facilitate integration the school has been modified to accommodate pupils and parents with physical difficulties. (See both the Accessibility policy and the Disability Equality Scheme).

We intend to provide equal opportunities of outcome. This may mean giving extra individual attention, making sure home background and culture are positively represented in the classroom and being especially positive about pupil's achievements. (See all equality policies).

Health and Safety

We will be aware of standards of health and safety at all times, including relevant educational visits outside the school premises.

Children with specific medical problems are identified as soon as they enter school. Their needs are discussed with the parents, head teacher, class teacher and all staff if necessary, e.g. diabetic child, epileptic child. Relevant training will be given as required.

We will at all times try to adapt equipment and apparatus to suit the needs of individual children. At all times, the safety of children will be paramount.

St Leonard's follows Shropshire's Health and Safety Policy guidelines.

Implementation

1. All members of staff will receive a copy of the SEND policy.
2. The Head teacher and the SENDCO after consultation will make any change to the policy.
3. The policy will be discussed at a staff meeting where any necessary amendments can be made.
4. The Governing Body of the School will be presented with the policy.
5. It will be the responsibility of the Head Teacher, a named Governor, the SENDCO, the teaching staff and the LSA's, TA's, HLTA's to implement this policy throughout the school.

Continuity and progression

- Teaching Staff to raise any concerns and seek advice from SENDCO.
- Children at SEND 2 or above to be assessed at least once a year by the LSAT.
- IEPs for children on the SEND register to be reviewed and revised with the SENDCO on a termly basis.
- All records to be passed to the next Class Teacher for the beginning of the next academic year.
- A child whose SEND problems are overcome can be removed from the SEND register. The class teacher will take care to monitor this child to ensure that progress is maintained.
- Teaching staff to keep records of intervention and impact. Records to be passed onto SENDCO and next teacher.
- Teaching assistants to liaise with class teacher and SENDCO on planning, pupil response and on progress to contribute effectively to the graduated response.

If a child fails to achieve the steps outlined in their IEP, where necessary, the school will liaise with outside agencies, and they may become involved in their assessment. Future IEPs may be implemented using ideas given by these support services. E.g.) Educational Psychologists, Woodland's outreach, BEE-U, BEAM, Learning Support (LSAT), Speech and Language, OT, Physiotherapists.

Resourcing

Practical Resources for SEND pupils are located in the Learning Support room in KS2 on a sign out, sign in basis. Equipment may be borrowed from other areas of the school when appropriate.

Some resources are on KS1 in the learning area by the computer suite.

Web links to resources are referenced in reports for individuals/groups.

Transition Arrangements

Provision for smooth transition between any Key Stage is made.

Transition from KS2 to KS3 is managed by Woodlands Outreach where children with SEND are invited to additional sessions at their forthcoming Secondary.

For some children staff from St Leonards meet with secondary colleagues to discuss their educational, social emotional needs.

For some children staff will support transition to secondary on taster days/sessions.

Meeting Medical Needs

St Leonard's 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 may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Children in Hospital-

When children are in hospital or have long periods at home due to medical needs, the school will liaise with other agencies and professionals, as well as parents/carers to ensure good communication and effective sharing of information.

Reporting

Parents are kept informed of children's progress at regular Parents' Evenings. However, class teachers and the Head Teacher are always available to see parents whenever the need arises. This is usually by appointment, after school finishes.

Parents of all children receive a written report in the Spring term.

Children with EHCP's will have these reviewed annually and the appropriate Agencies will be invited to play a role at this meeting.

Other children who are being monitored by the school at SEND SUPPORT 1 and SEND SUPPORT 2 will have their records/IEPs reviewed at least once a term by the class teacher who will liaise and meet with families/parents to ensure the appropriate paperwork is signed and agreed by children and parents.

Children will comment on their IEP targets. (where this is not possible an adult may scribe.)

During each school year a meeting is held at which the Head Teacher, the SENDCO and any other agency representatives who have been invited to attend, monitor progress.

The Head Teacher will deal with any problems that may occur in the first instance.

Distance Learning.

In our school we make careful, planned provision for a very small number of pupils to work at home. This is where they have:

- been advised by a medical consultant / specialist to do so, OR
- where a review / risk assessment of the EHCP with parent and LA agree that this is the best approach because of medial vulnerabilities.
- Where the school is in a local lockdown and clinically extremely vulnerable members of the school community have been asked to re-engage with shielding.

In these cases, our school plans are: Our SENDCO, Ruth Spencer, will orchestrate this process using information from the class teacher. A TA as a key worker will oversee, provide feedback on work, contact home regularly and support. Teacher to set work and assess progress as per marking policy.

- We plan carefully for pupils with SEND, recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so we will use a Key Worker system delivered by the SENDCO and TA's.
- Teachers will remain responsible for setting and assessing work and for every child's education.
- We will ensure that we are as effective as possible as a school by carefully working in our planning teams. Each layer of staff and management will play a vital role. The Headteacher will QA teachers' work and subject leaders' work; subject leaders will QA their subjects; teachers will plan and assess sequences of learning; TAs will support through monitoring students, supporting key students, and giving feedback on line.
- Calls home will be made where necessary – to support parents as well as pupils.
- In some cases, Teams may be used if needed to support the child.

Summary

We believe that through our SEND policy we will meet the needs of all children.

“Every child is special to someone in some way. Every child also has needs. Every classroom has a range of very different children in it whose needs will vary considerably. It is part of the teacher's job to identify those needs, to access their precise nature, and to provide the kinds of learning opportunities that will satisfy those needs.”

Quotation from “Special children.....Special Needs” by Barrie Wade and Maggie Moore

Appendix 1

Judging Achievement and Progress

In the context of this policy progress for individual pupils should always be judged against the following criteria.

- Prior attainment and should be seen as progress over a period of time
- Information held in accurate records, against consistent assessment and on the basis of moderated assessment
- The analysis of whatever data is available e.g. Teacher Assessment, photographic/video evidence, P Scales etc.
- The results of discussions with staff
- Known information and data regarding an individual pupil.

On a school basis the progress for groups of pupils and wider groups should take account of the following information.

- Known external data where that data reflects the school in its proper situation e.g., FFT;
- The results of the SENDCO and Co-ordinators monitoring progress against targets which are challenging but realistic.
- Data produced by the school's own internal data analysis
- Comparison with other schools both at LA and National levels using "similar" schools and other comparisons.
- Comparisons arising from prior attainment or category of need.

It also has to be acknowledged that progress is not always linear or straight forward and can be erratic with regard to amount, time, and degree of progress.

Adequate progress will be deemed to be the following either as a whole or in some form of combination.

- A closing of the attainment gap between the child and their peers.
- The prevention of such a gap growing wider.

- Progress is similar to that of peers starting from the same attainment baseline but is less than that of the majority of the child's peers.
- Matches or betters the child's previous rate of progress. ▪ Ensures access to the full curriculum.
- Demonstrates improvement in self-help, social or personal skills. ▪ Demonstrates improvements in the child's behaviour.

The following will be deemed to be suitable means for measuring progress

Baseline assessment

- Involving a range of professionals
- The clear identification of individual needs
- Statements of need and provision
 - Precise learning objectives

- Clear challenging targets
- Individual Educational Plans (I.E.P's)
- Intervention impact- pre and post assessment.