

ST. CHAD'S C.E.(C) PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

'Building together for a better future.'

St Chad's Primary School, supported by Staffordshire Local Authority, strives to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their personal learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve.

As part of the SEND Code of Practice (2014), as well as having a SEND policy for staff to follow, every school is legally required to provide parents/carers with a Special Needs and Disability Information Report which will be reviewed annually. In addition every local authority must also provide a 'Local Offer' outlining the services it will provide for children and young people with special educational needs and disabilities. Staffordshire LA's Local Offer can be found at;

www.staffordshirecares.info - click on the 'My disability' tab and then the 'Special Educational Needs and Disability' link, the Local Offer can be found on the list on the left hand side of the page along with other information relating to children in Staffordshire with SEND.

Special Educational Needs:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has learning difficulty or disability 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 them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools."

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will also be covered by the SEND definition." *Special Educational Needs Code of Practice September 2014.*

The SENDCo is responsible for the operation of the Special Educational Needs and Disability Policy and the SEND Information report and co-ordination of provision made to support individual children with SEND. The SENDCo liaises with staff to monitor the pupil's progress and plan further interventions and support when progress is slower than expected. The SENDCo regularly has contact with a range of outside agencies that are able to give more specialised advice and support.

Aims of the SEND policy:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and Interaction
 2. Cognition and Learning
 3. Social, Mental and Emotional Health
 4. Sensory/Physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperation and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The SEND Information Report:

In our SEND Information Report available to parents via our school website (or paper copy if requested) we must provide the responses to some questions to form the basis of our SEND provision at St Chad's.

The answers to the following questions can be found by reading the 2016 Parents Information Report:

How does the school know if children need extra help?

What should I do if I think my child may have special educational needs?

How will I know how the school supports my child?

How will the curriculum be matched to my child's needs?

How will I know how my child is doing?

How will you help me to support my child's learning?

What support will there be for my child's overall well-being?

What training does the staff supporting children with SEND undertake?

How will my child be included in activities outside the classroom including school trips?

How accessible is the school environment for disabled pupils/parents/carers?

How will the school prepare and support my child when joining or transferring to a new school?

How are the school's resources allocated and matched to children's special educational needs?

How is the decision made about how much support my child will receive?

How will I be involved in discussions about planning for my child's education?

Who can I contact for further information or if I have any concerns?

Identification of Special Educational Needs or Disability:

As staff, we know that pupils need extra help if:

- ❖ Concerns are raised by parents/carers, teachers from a previous school, colleagues, including teaching assistants, or the child themselves.
- ❖ Assessment and tracking procedures indicate a lack of progress.
- ❖ Observations by those in school (teachers, support staff, the leadership team) indicate a child has an additional need, this need could be in one or more of the four areas of special needs or disability:

Communication and Interaction;

Cognition and Learning;

Social, Mental and Emotional Health;

Sensory/Physical.

If concerns are raised then the initial point of contact for parents is the class teacher who can then discuss issues with the school SENDCOs (Miss Steele and Miss Hollins), teachers can also share concerns with the SENDCOs at any point in the school year if they feel a pupil may need further support in relation to their needs.

Procedures following identification:

If following discussion with the SENDCOs it is agreed that the child does have an additional need, a decision will be made as to if the child is to be placed on to the SEND register or a "shadow list", this will depend on the severity of the need and whether it is believed that outside agency help will be needed in the future to support the child in school. It is at this point parents will need to be informed if it was not them who raised the initial concern.

Shadow list:

The "shadow list" is a register of children held by the school who are showing that they need further support in a particular area, it may be something simple, for example if they can't recall high frequency words to spell, or they struggle to form letters in writing. If a pupil is put on the shadow list, it is the class teacher who is responsible for putting together an additional support programme (with guidance from the SENDCo if necessary) to tackle the issue.

This support programme should follow the SMART target method where the target is:

- S** - Specific
- M** - Measureable
- A** - Achievable
- R** - Relevant
- T** - Timed

If the support programme has been completed and progress is not as expected, then another cycle needs to be completed using a different strategy - this will follow the principles of the Assess, Plan, Do, Review strategy from the SEND Code of Practice (2014)

Following two cycles of intervention the decision will be made to either remove the child from the shadow list if there is no longer a major concern and progress has been made, or to place the child on the SEND register if expected improvements are not made and the child is still requiring support.

- Children on the shadow list will have a regular parents evening appointment, but the class teacher may wish to make this appointment slightly longer so issues can be discussed alongside all of the other information usually passed on at parents evening.

The Special Educational Needs and Disability (SEND) register:

Once a decision has been made to place a child on the SEND register, children begin to follow the Assess, Plan, Do, Review cycle as outlined in the SEND Code of Practice (2014) This cycle needs to be followed in order to access support from outside agencies, secure additional funding and ultimately apply for an Education, Health Care Plan (formerly a Statement of Special Educational Needs) if necessary.

Assess, Plan, Do, Review (APDR) cycle:

Assess: Before starting any intervention programme the class teacher (or TA delegated by the teacher) will assess the child on the targeted skill. This baseline assessment will inform the teacher with what the child can do initially e.g. a spelling test of ten high frequency words to be worked on. Notes should be made on an APDR form found in the SEN folder on the shared area.

Plan: An intervention programme should then be planned to address the target, this could be 1:1 sessions with a TA, small group Booster lessons and can include targeted homework sent to consolidate skills. This will be noted down on the APDR forms in the SEN folder on the shared area.

Do: The intervention programme should be carried out as planned and notes or evidence kept to help inform the review part of the cycle. This could be in the form of work completed in the sessions, teacher observations or photographs where necessary.

Review: A formal review will take place three times each year and will take the form of a consultation between the class teacher, the SENDCo, the child's parents and the child if appropriate. Reviews take the place of a parents evening and will therefore take place in November, March and July. A discussion will be held on how the child is progressing and new targets will be set for the next cycle of APDR.

The APDR cycle will continue until it is deemed unnecessary - i.e the child has made enough progress to be removed from the SEND register.

- Children removed from the register will automatically go on to the shadow list for a term so that the SENDCo can ensure that the child does not immediately fall behind again once targeted support from the APDR cycle is removed.

Outside agencies:

Some children with the more complex and severe cases of special educational needs and disability may require input from outside agencies who specialise in addressing such issues. The SENDCos are able to refer to agencies including a Behaviour Support team, an Educational Psychologist, a Special Educational Needs support teacher, the mental health team at CAMHS, Autism Outreach or the Speech and Language therapy service as necessary. Class teachers may be asked to help complete parts of forms in order to access these services.

Monitoring of SEND:

Over the course of the year the SENDCos will monitor the provision for the children on the shadow list and SEND list through book scans, planning monitoring and learning walks. Pupil interviews will also take place. This monitoring may take place alongside the Leadership team or with the SEND Governor, Mr Humphries.

Support from the SENDCo for staff:

Miss Steele is responsible for the children on the shadow list and SEND register in Early Years, Y1, Y1/2(D), Y5 and Y6.

Miss Hollins is responsible for the children on the shadow list and SEND register in Year 1/2(H) Y3 and Y4.

Miss Steele is responsible for Looked After children throughout the school.

Miss Hollins is to be responsible for the teaching and learning side of SEND, supporting teachers in quality first teaching for SEND children.

Miss Steele is to be responsible for the day-to-day management of SEND - responding to concerns, answering emails and making referrals.

Staff should speak to Miss Steele or Miss Hollins in the first instance if they have any concerns regarding special needs and the children in their class.

Policy details

Revised	Autumn 17
Review Date:	Autumn 2018

Appendix -

There are many SEND terms that are abbreviated which can be confusing. Below is a glossary of the most used terms:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
AOT	Autism Outreach Team
ASD	Autism Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HIS	Hearing Impairment Service
IEP	Individual Education Plan
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
OT	Occupational Therapy
SpLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SENSS	Special Educational Needs Support Service
VI	Visual Impairment