



St George's School, Bourton

SEND Policy

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“Let your light shine” Matthew 5:16

St George’s 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 (*July 2014*), 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 (July 2014)
- Schools SEND Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability (SEND) at St George’s School.

The designated teacher responsible for coordinating SEND provision for children/young people is Mrs Hayley Shears. This person is a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND provision for children/young people at St George’s School is Mrs Hayley Shears.

The Governor with oversight of the arrangements for SEND is Mrs H Ridout, Inclusion and Data Governor.

OUR MOTTO: Let your light shine: Matthew 5:16

At St George’s we believe that every child and adult can shine and we strive for every member of our school family to succeed and flourish with us. We recognise that we are all special in God’s eyes and have unique talents, which we nurture so that each of us has the opportunity to become the very best person that God intended to be. Our school is the light that brings Jesus into the lives of all in our community

We want to see children flourishing and excelling in everything they do through providing rich experiences which give everyone the opportunity to achieve more than they ever thought possible. We do not want the brilliant things that we do and learn to be hidden. We want to encourage our children to aspire to great things and for the light of their lives to shine and make a difference in their classrooms, throughout the school and when they return home and into their community.

Our ethos is based on our 3 core Christian values: Kindness, Perseverance and Thankfulness. As we all demonstrate these in a supportive atmosphere of mutual respect and trust, our hope is that light will shine from St George’s in many ways, every day – for the benefit of all.

AIMS

St George's 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, and make a successful transition into adulthood, whether into employment, further or higher education or training. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

OBJECTIVES

- To provide support and advice to all staff who work with children with Special Educational Needs and Disability.
- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Executive Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Hearing Support, Behaviour Support and Dorset Mental Health in Schools Team.
- Create a school environment where pupils can contribute to their own learning.
- Work with individual children to: develop their self-esteem, help them to understand where they need support, identify their next steps in their learning and how to achieve this.

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as School Council and pupil voice.

ROLES AND RESPONSIBILITIES

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 George’s arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

ARRANGEMENTS FOR COORDINATION OF SEND

Mrs H Shears will hold details of all SEND records and support plans for individual children.

All staff have access to the following information:

- St George’s SEND Policy
- A copy of the full SEND Register
- Guidance on identification in the Code of Practice
- Information on individual children’s special educational needs, including reports from outside agencies where appropriate
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual children and their special needs and requirements

SEND provision, services and data and is monitored by the Executive Headteacher and the SENDCo.

This information is made accessible to all staff, parents/carers, children/young people and governors in order to aid the effective co-ordination of the school’s SEND provision.

ADMISSION ARRANGEMENTS

St George’s 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 George’s makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, liaisons with the local authority/diocese, health services and parents/carers ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority’s website.

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:

- Physical environments – eg sloping paths for access, accessible toilets, quiet space

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- Increased access to the curriculum and assistance during SATs, alternative places in the class room for pupils to work where needed.

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 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 (*July 2014*) 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.

The SENDCo works with all staff to organise and support pupils both in class through quality first teaching and through targeted intervention. The SENDCo is continually evaluating resources/equipment and looking for new ways to support all children with SEND. The Governors will report each year to parents/carers on the policy for children/young people with special educational needs.

St George’s staff use a wide range of tools to assess the amount and level of support required. These include: reading tests (PIRA and YARC), spelling tests (HAST2), Basic Number Screening Tests, White Rose Maths assessments, regular phonic checks

Learning needs are managed either at SEN support level or by having an Education, Health & Care Plan (EHCP). The majority of children with SEND will have their needs met at school SEN level.

Teaching 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.

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High quality teaching is the first step in responding to pupils who have or may have learning needs. This is known as the ‘graduated response’. We follow the ‘5 a day’ principles, recommended by the Education Endowment Foundation: explicit instruction, scaffolding, flexible grouping, using technology and cognitive and metacognitive strategies to ensure high quality teaching for all pupils on a daily basis.

We regularly review the quality of teaching for all pupils. Where it is clear that high quality teaching, is not resulting in progress, it is possible that a child may have special educational needs. After exploring all factors, if it is decided that a child does have SEND, the class teacher or SENDCo will contact the parents to meet for a discussion. Actions will be agreed to support the child and recorded on a support plan as part of the graduated approach. This may involve further targeted support in class, or additional interventions. The child will be added to the SEN register.

The SENDCo 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 can impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies:

- Attendance and punctuality
- Health and welfare
- Pupil Premium
- Looked After Children and Post 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 SEN and or a disability, St George’s adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) 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.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and to 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 about how the pupil is progressing.

This analysis will require regular review to ensure that; support and intervention are matched to need; barriers to learning are clearly identified and being overcome; ensures that interventions being used are being developed and evolved as required. Where external professionals are 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 class teacher, SENDCo and parents to agree the adjustments, interventions and support that are required. Parental involvement should 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 to plan and assess the impact of support, interventions and 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 SENDCo.

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 their parents. The class teacher, in conjunction with the SENDCo, 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 (EHCP)

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

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that a multi-agency approach to assessing that need, planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals
- 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 panel at county level from education, health and social care about whether the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

The Executive Headteacher and SENDCo oversee the school’s policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. All SEND provision should be mindful of the statutory requirements to promote equality and to eliminate unlawful discrimination.

We aim to provide the best opportunities for participation and achievement across all areas of school life (social, curricular and physical) by:

- Providing a broad and balanced curriculum for all pupils, both in and outside of the classroom, including play and interaction at mealtimes and playtimes; extracurricular activities; school day trips and residential visits.
- Adapting learning to best suit the needs of individual pupils.
- Promoting and encouraging all our pupils to be aware and responsible for their thoughts and actions.

Every effort will be made to educate and support pupils with special educational needs alongside their peers in a mainstream classroom. Where this is not possible, the SENDCo will consult with the child’s parents/carers for other flexible arrangements to be made.

The school curriculum is reviewed regularly by the Executive Headteacher and Executive Deputy, together with the SENDCo to ensure that pupils of all levels and abilities are supported so that they can make progress in their learning. This includes learning opportunities in small groups or with specialist staff.

It is our aim to ensure that all resources and SEND provision is being used effectively and efficiently within the school to support the curriculum and enable pupils to reach their full potential. The school does this by:

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- Keeping staff fully informed of the special educational needs of any pupil in their class, including sharing progress reports, medical reports and parental feedback.
- Providing regular training and learning opportunities for staff on SEND teaching, methods and techniques.
- Making use of all class facilities and space.
- Using support effectively in the classroom to ensure that teaching material is adapted to individual needs.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from such support.
- Setting appropriate individual targets that motivate pupils to do their best and celebrate achievements and success.
- Encouraging pupils to share their targets with their families.

WORKING IN PARTNERSHIP WITH PARENTS/CARERS

St George's embraces the recommendations of the Lamb Inquiry (2009) and believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of special educational needs so that the child's requirements are provided for.
- Continuing social and academic progress of pupil's with special educational needs.
- Personal and academic targets are set and met effectively.
- Consideration is given to the most appropriate form of evaluation and planning to meet the special educational needs of individuals – e.g. Person Centred Reviews.

The school welcomes parents' comments and suggestions; parents/carers can make an appointment to speak to any member of staff including the SENDCo throughout the year for any reason. If parents/carers have concerns about staff supporting their child with special educational needs, they should talk in the first instance to the class teacher and then the SENDCo, or to the Executive Deputy, if the concern regards the SENDCo.

Parents/carers are kept up to date with their child's progress through parents' evenings, and reports at the end of the year.

If at any time, an assessment or referral indicates that a child has additional learning needs, parents/carers will be consulted with regards to future provision. Parents/carers are invited to attend any meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up with regards to the provision for their child. The school's Inclusion and Data Governor (SEN Link), Mrs H Ridout, may be contacted at any time in relation to SEND matters.

COMING OFF THE SEND Register

A child will be removed from the SEND register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully without additional support. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning difficulties. All

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

However, a pupil’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 will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). 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 are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the St George’s policy on “Supporting children at school with medical conditions”.)

TRANSITION ARRANGEMENTS

St George’s 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.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need for staff and children. Along with staff, the SENDCo identifies need and will source appropriate training and support where needed. At times this involves staff attending courses and other times whole school training by relevant professionals, including the SENDCo. The SENDCo will provide information on specific needs for new staff. The SENDCo keeps up-to-date by attending localised training and training specific to the needs of the children and then trains staff in school as needed. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEND INFORMATION

St George’s presents its SEND information in three ways:

- By information placed on the school website.

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- By following the link from the school website to the local authority’s Local Offer website.
- Through 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 publishes its Accessibility Plan on the school website; further information about our school’s accessibility can be found on the local authority’s *Local Offer* website.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels 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 SENDCo in the first instance. This can then be escalated to the Executive Deputy or Executive Headteacher if appropriate.

St George’s publishes its Complaint’s Policy on the school website.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually. This will be in discussion with the SENDCo, Headteacher, Staff, Inclusion and Data Governor and Full Board of Governors.

LINKS TO OTHER RELATED POLICIES:

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