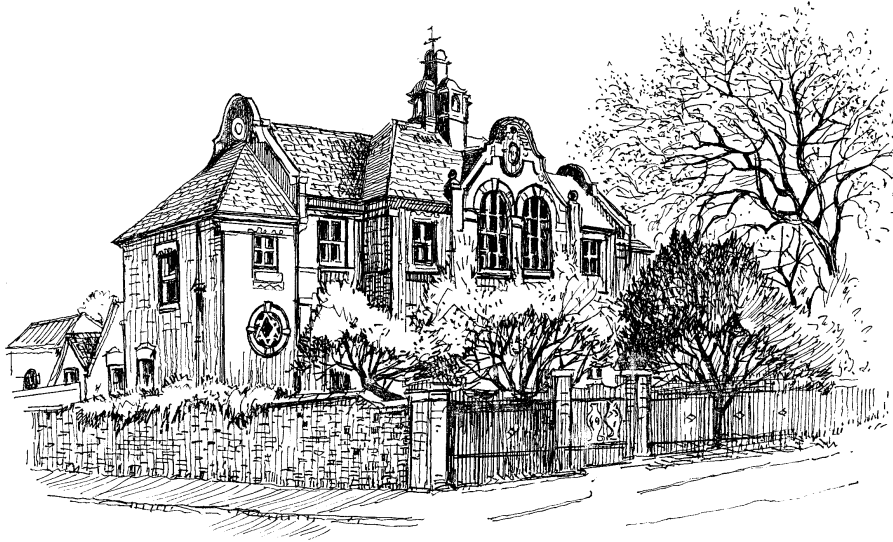


# St. Edward's C of E Primary School



Laying the foundations for a lifelong love of learning,  
inspired by Christian values.

## Special Educational Needs and Disabilities (SEND) Policy and Information Report

Approved by: The Governing Body

Date: 13<sup>th</sup> October 2020

Next review due by: October 2021

# **St. Edward's C of E Primary School**

## **Special Educational Needs and Disabilities Policy and Information Report**

### **Introduction**

The purpose of this policy and information report is to maintain, promote and develop inclusion for all pupils, particularly those having been identified as having Special Educational Needs and/or Disabilities (SEND). We are committed to developing an environment where all children can flourish, feel included in every aspect of school life and achieve their highest potential.

### **Aims and Objectives**

The aims of St. Edward's SEND policy and practice are to:

- enable all children to have full access to the school curriculum and school life,
- develop the self-esteem and promote positive self-worth in all children,
- identify and meet individual needs through a wide range of provision,
- carefully map provision to ensure that staff and resource deployment lead to positive outcomes for all pupils,
- Gather the views of all stakeholders in the process and
- regularly review and evaluate children's progress in partnership with parents and pupils' themselves

### **Legislation and Guidance**

This policy and information report summarises how we address the needs of learners by overcoming potential barriers to learning. It has been written as a guide for staff, parents / carers and pupils and is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

## **Role and Responsibilities**

### **Parents/Carers**

At all stages of the educational process the school aims to keep parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers. Through regular review meetings, we encourage parents/carers to make an active contribution to their child's education.

If input from an outside agency is required, we inform and seek the consent of parents. The outcome of these meetings is shared with parents, so everyone involved can work to serve the best interests of the children.

### **Pupils**

Pupils are actively involved in their learning at St. Edward's and they are encouraged to express their views about their Individual Education Plan (IEP) targets and the support they receive. Progress towards targets is shared with pupils regularly and their views on SEND support are gathered annually by our SENCO.

### **The SENCO**

The SENCO is Mrs Hannah Bennett.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The Headteacher**

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **Approach to Pupils with Dyslexia**

Pupils are monitored termly by the Head teacher and class teachers to ensure good progress is being made. In addition, termly monitoring is conducted between class teachers and the SENCO. Pupils who are experiencing specific literacy difficulties will be highlighted and appropriate differentiation to their quality teaching will be made. In addition, some specific interventions may be implemented.

Examples of such interventions include:

- Extra spelling support groups focusing on different strategies from typical spelling and phonics sessions (whole word, multi-sensory and visual strategies recommended for pupils with dyslexia)
- The use of ivory-coloured books and/or coloured overlays, when appropriate

- The use of visual stimulus whenever possible
- Ensuring that verbal instructions are manageable, as some pupils struggle with short term memory
- Allowance of extra time for tasks

If the class teacher, SENCO or Head teacher suspect a pupil may be dyslexic, adjustments will be made to class teaching and appropriate interventions will be arranged. This will happen whether a formal diagnosis has been made or **not**.

From time to time there will be exceptional circumstances where the school feels a pupil should be formally assessed.

## **SEND Information Report**

### **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **Identifying pupils with SEN**

Class teachers will identify children who need special educational provision whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Children will be identified as needing special education provision through:

- data analysis at termly pupils progress meetings
- on-going assessment for learning
- following up parental concerns
- undertaking specific in-depth assessments when necessary
- Termly SEND screening meetings between the SENCO and class teacher

These pupils will be listed on the SEND Register and will receive support that is in 'addition to' or 'different from' the well differentiated, quality first teaching. We will formally notify parents when it is decided that a pupil will receive SEN support and be listed on our school SEND Register.

## **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Pupils on the SEND Register will have an Individual Education Plan (IEP) written usually with up to 4 Specific, Measureable, Attainable, Realistic, Timed (SMART) targets. These targets are reviewed at least half-termly. In addition, meetings will be held termly between class teachers and parents (and the SENCO, where appropriate) to discuss and review support and progress against these targets.

Following statutory assessment, an EHC Plan may be provided by Leicestershire County Council, if it is decided the child's needs are not being met by the support that is ordinarily available. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support. The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **Supporting pupils moving between phases**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the adaptations where needed.

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as electronic devices, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **Additional support for learning**

We have a number of teaching assistants who are trained to deliver interventions on a 1:1 basis or small groups.

We work with the following agencies to provide support for pupils with SEN:

- Oakfield Outreach Services
- Autism Outreach Services
- Leicestershire Educational Psychology Services
- Speech & Language Therapy Services
- ADHD Solutions
- Ashmount Outreach Services
- Specialist Teaching Services
- North West Leicestershire Public Health (School) Nurse Team

## **SEND Training**

Our SENCO has several years of experience in this role and also works as a class teacher and Key Stage leader. They are allocated time each week to manage the school's SEN provision. We have a team of teaching assistants, including a number of higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. Staff have been trained in Team Teach, Precision Teaching and Autism Education Trust programmes. We regularly access advice and support from specialists such as Speech and Language Therapists, Educational Psychologists and Autism Outreach teachers.

## **Securing equipment and facilities**

Where individual children require specialist equipment recommended by relevant professionals, this is sourced.



### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips in Year 4 (Castleton) and Year 6 (PGL).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our school's accessibility plan can be found on the school website.

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any extra curricular clubs we offer to promote teamwork/building friendships etc.
- Small weekly groups covering a variety of social and communication needs
- 1:1 counselling sessions
- Adult led lunchtime club offering pupils an environment away from the playground

We have a zero tolerance approach to bullying.

### **Working with other agencies**

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families. Support is sought out on an individual basis where needed.

## **Contact details of support services for parents of pupils with SEN**

The following support services are available for parents of pupils with SEN:

**SENDIASS** - Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) provides free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability.  
<https://www.kids.org.uk/sendiasm>

### **Local Authority:**

**Special Educational Needs Assessment service (SENA)** - Phone: 0116 305 6600 Email: [senaservice@leics.gov.uk](mailto:senaservice@leics.gov.uk)

**Specialist Teaching Services** (Autism Outreach support, Learning support, Hearing and Vision support) Tel: 0116 3059400

### **Support for Mental Health:**

**Child and adolescent mental health service (CAMHS)** Leicestershire and Rutland Team  
0116 2952992

**Young Minds** helpline: Tel: 0808-802-5544

### **Support for ASD:**

<https://www.autism.org.uk/>

<https://www.autism.org.uk/about/family-life/parents-carers.aspx>

<https://www.leicestershireautisticsociety.org.uk/>

### **School Nurse:**

North West Leicestershire Public Health (School) Nurse Team, Coalville Health Centre, 0116 215 3250

### **Support for ADHD:**

<https://www.adhdfoundation.org.uk/information/parents/>

<http://cmsms.adhdsolutions.org>

General Info on ADHD - <http://www.adders.org/info170.htm>

Self-esteem - <http://www.adders.org/info79.htm>

Managing ADHD - <http://www.adders.org/info58.htm>

### **Support for Dyslexia:**

Leicestershire Dyslexia Association - <http://ldadyslexia.org.uk/>

<https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child>

<https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters>

### **Support for Motor Co-ordination Disorder/Dyspraxia –**

<https://dyspraxiafoundation.org.uk/>

<http://www.movementmattersuk.org/>

### **Support for Dyscalculia –**

<https://www.sess.ie/categories/specific-learning-disabilities/dyscalculia/tips-learning-and-teaching>

<https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-maths-difficulties>

### **Support for Speech and Language –**

<https://www.tamesidehospital.nhs.uk/our-services/community-services/speech-and-therapy.htm>

<https://www.thecommunicationtrust.org.uk/>

### **Contact details for raising concerns**

Where a parent has concerns about the school's provision for special needs, which cannot be allayed by the Class teacher or SENCO, he/she should approach the Headteacher. Where a complaint cannot be resolved, it should then be referred to the governing body via the school's complaints procedure.

### **The local authority local offer**

Our contribution to the local offer is: <https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/find-a-school/st-edwards-church-of-england-primary-school>

Our local authority's local offer is published here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

### **Monitoring arrangements**

This policy and information report will be reviewed by our SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

### **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions