



St. Andrew's C of E (VA) Primary School

# **Special Educational Needs and Disabilities (SEND) Policy**

Approved by:

St Andrew's  
Governing Body

Date: March 2024

Next review due by:

February 2025

## Definition of Special Educational Needs

As defined in the Government's Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014), a child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Under the 2010 Equality Act, children have a disability if they have physical or mental difficulties that affect their ability to carry out normal day-to-day activities. These may be sensory impairments, such as those affecting sight or hearing, or long-term health conditions such as asthma, epilepsy or diabetes. Children with such conditions do not necessarily have SEN, but where a disabled child requires special educational provision of any kind, they will also be covered by the SEN definition.

The 2014 Code of Practice identifies 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If a child has significant difficulty in any of these areas, then we need to provide educational support that is **additional to or different** from that made generally for other children of the same age.

## Aim

*All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *achieve their best,*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.*

*(Section 6.1, SEN Code of Practice, 2014)*

Every child has the right to an education of the highest standard. At St Andrew's, we aim to provide pupils with all forms of SEN with the support they need to access all areas of the curriculum, become fully engaged in the life of the school and reach their potential. We pride ourselves on being an inclusive school and want every child to feel safe, secure and part of the St Andrew's family.

## Objectives

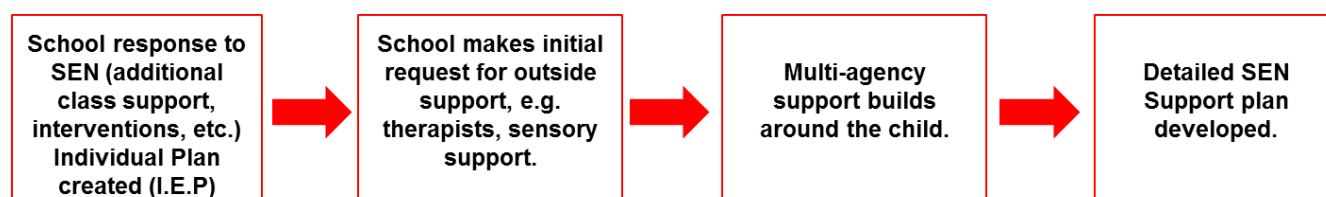
At St. Andrew's, we strive to:

1. Ensure accurate and timely identification of children who have special educational needs.
2. Work in partnership with both the child and parents, taking into account their views in respect to their child's particular needs.
3. Involve all staff in the school in our SEN provision.
4. Integrate children with SEN into every aspect of school life.
5. Carefully analyse pupils' needs and regularly review progress.
6. Develop appropriate learning programmes and strategies and regularly review provision.
7. Enlist the help from support agencies; advisory staff, educational psychologists, the Multi Agency Support Team (MAST), speech therapists and other appropriate staff.

8. Liaise with other outside support staff, where appropriate, such as social services and health workers.
9. Provide advice and support for all staff through inset or training to enable them to provide the particular strategies for the children they work with.
10. Ensure that our website has an up to date SEN page, informing parents about our School Offer for pupils with SEN and linking them to the Local Offer.
11. When the LA determines a child's special educational needs via an Education, Health and Care Plan (EHCP) we will implement specified monitoring arrangements and annual reviews.

## Guidelines

The level of SEN support we provide at St Andrew's is fluid and will vary from child to child. It is informed by regular assessments and discussions with staff, the child, parents and other professionals. This 'graduated approach' is shown below.



The Plymouth Graduated Approach to Inclusion framework is an electronic tool which supports us at every stage of a child's journey, from identification of need, to planning, assessing and reviewing their provision.

If a class teacher is concerned about the progress a child is making, he/she will collect information about the child, such as writing samples, standardised assessment test results, reports and observations. They will note their concerns on a '**First Steps**' form and use the Plymouth Graduated Approach tools such as '**Assessment Checklist**' or '**Quick Checker**' to identify areas of need and appropriate actions with the SENCO and parents/carers. We will utilise school-based support to try to meet a pupil's needs at this early stage, e.g., speech therapist, learning mentor or counsellor. This is known as **Early Intervention** and can also include children who are working at an age-appropriate level, but may have emotional, behavioural difficulties, or may be experiencing trauma.

If there is little progress following 'First Steps' action and a pupil is working significantly below age related expectations, he/she is identified as having a **Special Educational Need** and may benefit from additional or different support from the adults who already work in the school. This form of help is known as **SEN Support**. The child will be set up with an **Individual Education Plan (IEP)**, designed to deliver specific learning goals. The IEP is a fluid and purposeful document, for use in the classroom to support the child in reaching SMART targets (specific, measurable, attainable, relevant, timely). IEPs are drafted by teachers who then work with parents to ensure that the plan is right for their child. Targets are set, reviewed and updated regularly and shared with parents at least three times in the school year to recognise and celebrate the child's progress. Our IEPs are simple in structure, target-led and child friendly. Pupils are fully involved in discussions around their strengths and difficulties and, where possible, help to set and review their own targets.

Should the child fail to make progress despite school-based support, then we will require a more formal assessment by advisory staff. This is still classed as **SEN Support**. At this stage we begin to develop a team of support around the child and use a person-centred approach, involving the child in setting and reviewing their goals, alongside the advice and support of teachers, outside agencies, health professionals and parents. As part of this, we support the child to plan a '**Team Around Me**' meeting, after which a **SEN Support Plan** will be developed and then monitored and reviewed regularly.

Should a child have complex needs and fail to make expected progress, despite relevant support being provided, the school or parents will consider requesting an **Education, Health and Care needs**

**assessment.** Evidence is collected and submitted to the LA. The LA assesses the information and evidence supplied in the application. If granted, formal acknowledgement of these specific needs will result in an **Education, Health and Care Plan (EHCP)**, which may be issued with a small amount of additional funding. This plan will be regularly reviewed and will usually remain with the child until they are 25 years of age.

## Current Situation

1. Our SENCo, Alice Malein, is responsible for coordinating the educational provision for all pupils with SEND and maintaining and updating the Register of Special Needs in close liaison with the Parent Support Advisor, Nikki Durbin and the Headteacher, Carys Lewis.
2. Our SENCo, Alice Malein, has been awarded the National Award for Special Educational Needs Coordination through Plymouth University, as of October 2023.
3. The majority of support is targeted to help children within the classroom, especially during English and Maths lessons, as all children should have access to quality first teaching. Children with SEN should not be 'pigeonholed' or limited because of their barrier to learning. At St. Andrew's we give all children access to the same opportunities and activities as their peers to help them develop self-belief and strive to be the best they can be. Similarly, seating plans are flexible and children are not grouped strictly by ability.
4. Further, individual, specifically differentiated **interventions** are carried out under the supervision of the class teacher either within the classroom or in other quiet areas. All teachers and TAs have designated time together each week to plan intervention programmes and activities based on pupils' IEP targets. **Interventions are purposeful and time limited, carefully timetabled to ensure that children with SEND are still able to participate in the full curriculum along with their peers.**
5. Children with IEPs are issued with a green book in which their intervention work is recorded. This may be work completed directly into the book, or a log of where and when intervention work took place. At the front of the green book is a copy of the current IEP and a simplified target sheet that clearly shows who has worked with the child, what target they were working on and whether the child achieved the target. Every Thursday morning, teachers and TAs have 20 minutes to meet and discuss each child's progress. Short term targets can be reviewed and adapted if necessary and discussions will also feed into the development of the child's IEP. The SENCo tracks the progress of pupils with SEN using IEP reviews, school termly data tracking systems, end of KS1 and KS2 results as well as through discussions with Senior Leaders.
6. Parent's views are included in all IEP reviews. After a draft set of targets is created by the class teacher, parents have a chance to read and comment on the proposed IEP before meeting to discuss the plan with the class teacher. This happens once a term, at each review point (parents evenings in Autumn, Spring and by appointment in Summer). Once discussed and agreed, the plan is signed by the teacher, parents and SENCo and put into action. Reviews and updates happen regularly as the child is supported in class to work towards their targets. Targets are updated and adapted when necessary.
7. After liaising with the class teacher, if required, parents are encouraged to meet the SENCo or the headteacher to discuss any further concerns they may have.
8. Parent support is invaluable to a child's progress at all stages. Equally important is a recognition of the child's views about their learning and children will be regularly asked to feedback their thoughts and feelings when reviewing their IEP.
9. The SENCo continues to support the staff with training or materials and liaises with a wide range of agencies to acquire further resources where appropriate. The school has been adapted to allow wheelchair access to all parts of the site and there are three adapted toilets to enable non-ambulatory people easy access. A special wheelchair lift allows access from the hall to the KS2 corridor. Both Key Stages also have shower facilities.

10. The school has three fully trained 'ELSAs' and funds a learning mentor (0.1) and Speech and Language therapist (0.1). We can also make 6 annual MAST referrals for additional pupil or family support services.
11. The SENCo, in conjunction with the SEN Improvement Officer for the LA, completes an annual self-evaluation and audit, to ensure school compliance with all statutory and recommended SEN procedures and to update St. Andrew's SEN provision in line with all current standards.

## **Outside Agencies**

Opportunities are provided for staff to attend support groups or to develop expertise to enable them to meet the needs of the children on the SEN register.

Parents are encouraged to attend support meetings or to meet with advisory staff to help them work with their child. The SEN page on our school website includes our school SEN Information Report. It also advertises the Local Offer and any local events or support groups for pupils with SEND and/or their parents, and we also share information on the school Facebook page.

The SENCo attends the termly SEN briefings, which focus on the many and varied challenges mainstream schools now deal with. She also attends termly Primary SEN Hub meetings.

Transfers are made from nurseries and to secondary schools using the Transition Support Plan documents and by direct contact with the SEN department. Continuing on from a pilot scheme last year, St Andrew's will be transferring data using a secure 'Primary to Secondary Transition Portal' which enables us to highlight children who have SEN or other needs at an early stage. Additional visits are also arranged for children with SEN to meet with their new support staff if felt appropriate (this is known as an 'enhanced transition'). There is also a plan to use a similar portal to help support transition into our Foundation class from nursery.

There is regular liaison with a range of outside agencies to develop provision and support for individual children as required. We are well supported by both our allocated Local Authority educational psychologist as well as our link educational psychologist from MAST.

There is recognition of the hard work that all staff make to support the wide range of needs within the school. Opportunities to share practice as a school community are embedded in regular staff meetings.

There is a continual updating of resources to help the school meet the changing needs of the pupils and the wider inclusion policy of the LA.

## **Conclusion**

Our systems and procedures for SEN are in line with new legislation as evidenced by our 'robust' Local Authority SEN Audit in May 2021 and an ongoing follow-up self-evaluation process supported by the Local Authority. At St Andrew's we believe that early identification and recognition of a child's needs and a co-operative approach to support involving the child, parents, school and other agencies are essential for their progress through school and into the community. The impact of early intervention was recognised by Ofsted in our recent school inspection.