



St. Andrew's CE Primary School **Special Educational Needs Policy** **July 2023**

'St. Andrew's School seeks to be one in which high educational standards are developed from a firm Christian basis and which fosters sound Christian understanding and values and ideals'

In particular, we aim to:

- *enable all our pupils to develop their full potential and to grow in understanding and in the acquisition of skills, attitudes and values;*
- *provide an environment in which the importance of good relationships is seen and can encourage the pupils in their own understanding and relationships;*
 - *show concern for the welfare of all who work in the school;*
- *strengthen the links between school, church, home and the wider community.*

Our school seeks to achieve these aims by organising the curriculum in such a way that it is relevant to the needs of our children.

There is also involvement of the school in the work and worship of St. Andrew's Church.

Growing in faith, hope and love.

1 Corinthians 13:13

Introduction

At St. Andrew's C.E. Primary School, we believe, as set out in our Mission Statement that all pupils must be enabled to reach their full potential and be included fully in our school community and grow in independence and in the acquisition of skills, attitudes and values. To this end, all the staff are committed to providing a climate of warmth and acceptance which encourages self-esteem, confidence and empathy towards others, thus furthering the development of the whole child. We aim to raise the aspirations and expectations of all pupils with Special Educational Needs or Disabilities (SEND)

The Special Educational Needs Co-ordinator (SENCO) at St. Andrew's is Mrs Emma McCullagh and the Special Needs Governor is Mr. Colin Higson.

This SEN Policy will be used alongside and in conjunction with 'The Local Offer' offered by Bolton Local Authority and various other school policies which are available to view on the school website.

- Pupil Premium Policy
- Behaviour & Discipline Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Equality Policy and Equality Accessibility Plan
- Parental Involvement Policy
- Safeguarding Policy
- The School's Local Offer and Bolton Local Offer
- Identification and Support Flow Charts

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher and the SENDCo, this policy applies to all other members of staff both teaching and support staff in their day-to-day responsibilities.

Rationale

This policy was developed by the SENDCo in consultation with all stakeholders in order to ensure that appropriate provision will be made for pupils with SEND. It is to provide guidance to all staff concerning the identification of children who have specific difficulties and how to meet the needs of these pupils. School plays a vital role in recognising and providing for children with SEND. It has the responsibility of ensure the curriculum is designed in such a way that it helps and encourages those who find learning difficult. All teaching and support staff are aware of these difficulties and work to ensure the children feel happy and secure in their own environment and recognise all small, successful steps the children make.

Admissions

The Governing Body has regard to the Code of Practice 2014 and the Disability Discrimination, in believing that the admissions criteria should not discriminate against pupils with SEND. Where pupils with SEND are admitted, the SENDCo liaises closely with all agencies to ensure a smooth transition in to school.

Aim

Every child in St Andrew's CE Primary School is special, valued and encouraged to contribute to the life of the school. Our aim is to provide a stimulating and structured learning environment with equal opportunities for all. Our curriculum is based on the National Curriculum and is differentiated to meet the needs of the child, thus enabling each individual to make progress and achieve a personal best.

Objectives

1. To identify and provide for children who have special educational needs and additional needs.

- Children with SEND receive their educational entitlement and that they are given equal access to a broad, balanced and relevant curriculum that is ambitious for all.
- Provision for children with individual and special needs is central to curriculum planning and that teaching and learning is differentiated appropriately for their needs so that they can achieve high standards and make good progress for their abilities.

2. To work to the guidelines set out in the Code of Practice.

- The Code of Practice sets out the processes and action to be taken at all stages of special needs.
- To ensure that those with management responsibility and all individual staff accept responsibility for planning, organisation and provision of appropriate educational materials and resources for pupils displaying individual and special needs as set out in the SEN Code of Practice.

3. To operate a holistic school approach to the management of SEND.

- To develop the full potential of all the children we run a co-ordinated approach to SEND linking all resources.
- The views of the children are sought and taken into account; parents/carers have a vital role to play in supporting their child's education.
- To recognise and record students' strengths and successes to encourage a positive self-image.

4. To provide a SENDCo who will work with the SEND Policy.

- The SENDCo is responsible for the day to day operation of the SEND Policy.

5. To provide support and advice for all staff working with SEND children.

- All teachers are teachers of SEND and are responsible for meeting those needs within the classroom.
- Teachers and support staff should be informed about the nature of the child's SEND.
- Teaching staff should have access to support and advice within school and from outside agencies.
- In-service training is provided to improve teachers' abilities to identify, assess and provide for pupils with SEND

6. To develop and maintain partnerships with parents/carers

- We actively inform and work closely with parents/carers when planning for SEND provision.
- We encourage parents/carers to be actively involved in their child's education and general development through discussions and planning.
- Children are formally assessed termly and parents/carers are invited into school to review the provision the child has received and to discuss progress towards targets. Additionally, parents/carers are welcomed in to school at any point during the year to discuss their child's progress.
- There is a formal parents in the Autumn Term followed by two bespoke structured conversation meetings for children with SEND in the spring and summer terms. These are longer in length than the usual parents evening appointments and

exclusive to parents of children with additional needs. An end of year report is sent out to parents/carers in July.

- Parents/carers of children with Education, Health Care plans are formally invited into school each year for an annual review of the plan's targets.

7. To ensure access to the curriculum for all children.

- All forms of relevant SEND are addressed and included at the planning stage of curriculum documents.
- A statement of SEND provision is included in curriculum policy documents.
- Resources are available for the implementation of the school curriculum.
- Provision is differentiated.
- Children are involved in the decision making process- needs based curriculum.
- Teaching methods and strategies vary – taking account of the needs of individuals, the curriculum being taught, etc.
- See the Accessibility Plan for further information on preventing disabled pupils from being treated less favourably and providing help to disabled pupils to access the building.

Definition

The Special Educational Needs and Disability Code of Practice: 0 to 25 years, defines SEND as-

‘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 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 or mainstream post-16 institutions.

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.’

SEND fall into a number of categories, which may, in different ways, affect the child's ability to learn and make satisfactory progress. Children are considered to have learning difficulties when their level of achievement is not in line with their peers. Those special needs may also affect the child's ability to access the full range of the National Curriculum. SEND can normally be categorised into four broad areas.

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and/or physical need

We are very much aware that a child's ability to learn can be affected by a number of other factors;

- Disability (The CoP outlines the "reasonable adjustment" duty of all schools.)
- Attendance and Punctuality
- Health and Welfare
- Safeguarding
- English as an additional language
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of Service Personnel

Identification, Assessment and Provision

A whole school approach is used to address the SEND Policy. The Code of Practice clearly states that all teachers are teachers of SEND. It is the responsibility of all teachers to identify any difficulties pupils may have through precise and careful observation, assessment and monitoring. All teachers in collaboration with the SENDCo, are responsible for the early identification of pupils with SEND, who would benefit from additional or different support. The SENDCo updates teaching staff regularly to keep them updated on the needs and progress of pupils with SEND.

Early Identification

Early Identification is crucial in prioritising the needs of pupils with SEND. Children's needs should be identified and met as early as possible through:

- The analysis of data including entry, Foundation Stage assessments, reading ages, other whole school pupil progress data
- Classroom based assessment and monitoring
- Following up parental concerns
- Tracking pupils' progress over time
- Liaison with feeder nurseries
- Information from previous schools
- Information from other services

School uses the following assessment tools in ascertaining pupil progress-

- Information from Parents/Carers
- Information from Class Teachers
- EYFS information/Assessments
- National Assessments
- Interim Assessments
- English/Maths Targets

Children accessing SEND Support

School has regard to the Code of Practice on identifying and meeting all aspects of SEND need. Practice reflects the graduated response, and 'Assess, Plan, Do, Review' model and guidance from Bolton LA to ascertain when additional and different support will be provided, and when intervention has had the desired impact and support can be withdrawn. (See Support Flow Chart)

The Graduated Response

Once a potential special educational need is identified, four types of action will be taken to put effective support in place

1. Assess: 2. Plan: 3. Do: 4. Review

This will be known as the graduated response. With the parents and child's involvement the child will follow the identification flow chart and if no improvement is seen they will be placed on a SEN register.

Stage 1 Well differentiated, quality first teaching, with early intervention and SEND support in the classroom

Pupils receive appropriately differentiated work set by the class teacher. Support may include:

- Low level access to TA
- Additional computing provision to support English/Maths objectives
- Behaviour reward schemes
- Small group teaching
- On-going contact with parents/carers

Stage 2 Further Target Support and involvement of outside agencies.

When no or little improvement is seen, support may then include:

- Additional intervention or support beyond that normally provided for other pupils in school when it is clear that the pupil's needs require further intervention which is 'additional to' or 'different from' the well differentiated curriculum on offer to all other pupils, i.e. they have a special educational need as defined by the Code of Practice.
- Pupils may be referred using an 'Early Help' form where there is a need for multi-agency involvement.
- Guidance from outside agencies will be taken into account when planning and delivering intervention.
- Higher level access to TA.
- Some 1:1 intervention.
- More intense group teaching.
- Behaviour rewards systems.
- On-going and if needed increased contact with parents/carers.
- Undertaking additional assessment.

Stage 3. Referral for EHCP (Education, Health and Care Plan)

Beyond Stage 1 and 2 provision, pupils may be referred for Education, Health and Care Plan assessment. If school decides this is necessary,

- They will consult closely with parents/carers, gather all evidence required and refer to the LA's SEN Handbook.
- Gather information and follow guidance around initiating an EHCP assessment from the LA.

Pupils who access the referral level do so after close consultation between all involved agencies. It is the decision of the LA in conjunction with Health professionals and other agencies, to allocate extra provision.

Education, Health Care Plans

If a child who meets the level criteria set out in the LA guidelines is granted an Education, Health Care plan, then specific objectives are set down for the school and other agencies to work to along with additional funding. A list of support services and systems is identified and it is to be decided by the school, family and professionals involved, how to best use the additional money provided, in order to meet the child's needs. Provision maps remain in place which take into account these additional support systems. An annual review is carried out by the SENDCo to which all parties are invited to attend and contribute. Following the Annual Review, the LA will decide as to whether the plan should be maintained, modified or cease.

SEND Funding

SEND funding for non EHCP pupils is devolved to the school's budget. Schools receive a National SEND Budget from the LA which is used to meet the needs of pupils with low cost, high incidence SEND, and also contributes up to a certain level set by the LA, towards the costs of provision for pupils with high needs.

Partnerships with Parents/Carers

Parents/carers of pupils with SEND are kept fully informed of the provision that is being made for their child. Please refer to the flow chart.

Roles and Responsibilities

SENDCo

- Co-ordinating SEND provision
- The day to day operation of the SEND Policy
- Reviewing and updating the SEND Policy
- Advising teachers on strategies/teaching approaches so SEND pupils can access planned learning objectives
- Work closely with the Headteacher and SLT, the teaching staff in co-ordinating provision for pupils with SEND
- Maintaining the SEND List
- Monitor and track the progress and attainment of SEND pupils
- Provision mapping
- Establish and maintain links with parents/carers, being supportive and ensuring they are aware of individual difficulties and programmes concerning their child and ensure they are involved in the planning process
- Contributing to the training of staff concerning SEND
- Termly liaison with the SEND Governor
- Managing and monitoring the pupils' access to intervention programmes
- Liaising with external agencies involved in supporting our pupils with SEND
- Keeping up to date with LA and Government developments regarding SEND provision and ensuring school policy and practice adheres to the Code of Practice
- Making referrals for pupils to access outside agencies
- Organising and delivering annual reviews for pupils with EHCP
- Maintaining pupils' paper records held securely in school and on SIMs/CPOMS
- Attend termly SEN training provided by the Local Authority / Local Cluster

SEND Governor

- Liaising with the SENDCo and Headteacher.
- Reviewing provision for SEND pupils.
- Reviewing, with the SENDCo, the school's SEND Policy regards to the Code of Practice.
- Participating in appropriate training.

Headteacher

Designated Lead for Safeguarding

Deputy Headteacher

Deputy Designated Lead for Safeguarding

- Have overall management of the SEND Policy.
- Overall responsibility for the assessment and provision for pupils with SEND.
- Managing the funding allocated by governors for SEND, Pupil Premium and LAC funding.
- Keeping governors informed.
- Identifying CPD needs (through Appraisal) and planning for staff training, with regards to supporting pupils with SEND.

Class Teacher

- Quality first teaching for all pupils.
- Identifying that a pupil has SEND.
- Planning learning and differentiating tasks to ensure all pupils' needs are met.
- Teaching all pupils at all levels of response as outlined in the Code of Practice.
- Planning for, deploying and supervising TAs involved in the pupils' learning.
- Assessing and recording progression in learning.
- Regularly informing SENDCo about progression of pupils with SEND.
- Meeting with parents/carers of SEND pupils to fully involve them in the support and provision for their child.

Teaching Assistants (TAs)

- Supporting SEND pupils in accessing the curriculum during learning activities, as directed by the class teacher.
- Assist in preparing the learning environment for pupils with SEND.
- Observe and report on pupil performance, communicating information to the class teacher.
- Contribute to the overall wellbeing of SEND pupils, promoting their social and emotional development.

Record Keeping

The SENDCo keeps an up to date list of pupils with SEND. Each child has a paper file held securely in school and information is stored electronically on SIMs/CPOMS.

In addition a cohort file is kept and will include;

- Information from outside agencies
- Information from health/social services
- EHF's/EHCPs
- SEND Support Plans (also reviewed copies)

Work with Outside Agencies

St Andrew's Primary works alongside a number of external agencies including

- NHS Speech and Language Therapy
- Physiotherapy
- Bolton Behaviour Support
- Specialist Advisory Service
- Ladywood Outreach Service
- Occupational therapy
- School Nursing Team
- Community Paediatricians
- School for the Hearing Impaired
- Children's Services
- Play Therapists
- CAFCASS
- Educational Psychologist

This list is not exhaustive and will change according to the needs of the children.

Training for staff

All staff, teaching and support, are asked to consider their own training needs and are encouraged to request and attend any courses which they feel will help them understand and manage the education of children with special needs. The LA provide some of this training but the school also uses outside providers.

Health and Safety

In ensuring that access to all areas of the curriculum are available to pupils with SEND, at times it will be necessary to carry out individual risk assessments and take appropriate action to ensure the safety of pupils and staff. These are conducted in consultation with the Local Authority Safeguarding Team.

Complaints

St Andrew's has a complaints procedure to ensure we respond to complaints as quickly and effectively as possible. We value all comments about our school and we will endeavour to address your concerns at the earliest stage possible. A full copy of the School's Complaints Procedure can be obtained from the school office or on the school website here [St Andrew's Primary School: School Policies \(standrewsbolton.co.uk\)](http://standrewsbolton.co.uk)

Information about Local Authority provision for children with SEND / Advice and Support

For further details of Bolton Council's local offer to parents/carers and children, please visit <http://www.localdirectory.bolton.gov.uk/send.aspx> Contact details for a range of professionals and services are available on the Bolton Council website. <http://www.localdirectory.bolton.gov.uk/send.aspx>

Please contact the SENDCo if you have problems accessing the website on 01204 332606

Parent partnership is available as a free SEND support to parents/carers. Contact telephone number-01204 848722

Documents referred to within this policy (these can also be found on the school website):

- School SEND Information Report
- School Identification Flow Chart
- School Support Flow Chart
- Accessibility Plan 2021-2024

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