



Special Educational Needs and Disabilities Policy

St. Andrew's C of E Primary School

September 2018

COMPLIANCE

St Andrew's CE Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy
- Positive Mental Health Policy
- Inclusion Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, Sept 2013

This policy was created by the school's SENDCo/Inclusion Manager in collaboration with the SEN Governor and through liaison with the SLT, all staff as well as pupils, and parents of pupils with SEN. It is a co-produced policy in the spirit of latest reform (2014).

Mission statement

We at St Andrew's Church of England Primary School are committed to providing equal opportunities of education for all of our pupils, in a Christian environment, where all are valued and every child matters. We will endeavour to ensure that pupils enjoy their time at our school, that they appreciate the rights and needs of others, acquire a positive attitude to learning and achieve their full potential.

What is SEND?

Some pupils will, from time to time or permanently, have a significantly greater difficulty in learning than the majority of children their age. Some may have disabilities which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make reasonable adjustments for them, working in partnership with others as necessary.

The Governors' intention is that the needs of all pupils are identified and met as soon as possible. All pupils whether they have special educational needs and disabilities or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities.

A pupil is deemed as having SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support'

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

Please see Appendix A for further explanation of these categories.

Pupils with special educational needs and disabilities will be encouraged to become independent and take responsibility within the school.

Everyone in the school community – governors, staff, pupils and parents – has a positive and active part to play in achieving this aim:

Governors: by fulfilling their statutory duties to pupils with special educational needs and disabilities, by securing appropriate resources, by establishing a policy which has regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014) on the identification and assessment of special educational needs and by participating in appropriate training.

Staff: by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils in their care and by making any reasonable adjustments required to enable children with SEND in their classes to access all the opportunities available. Also by working in partnership with the pupil, parents, Special Educational Needs and Disabilities Co-ordinator, and other agencies and by participating in appropriate training.

Pupils: by sharing their wishes about their own needs and by all pupils treating their peers with consideration and respect.

Parents: by keeping staff informed of any changes or circumstances which may affect their child as well as working in partnership and through consultation with the school to help meet their child's needs. This includes meeting with staff on at least a termly basis to complete the 'Personal Education Plan' paperwork associated with the 'Assess, Plan, Do, Review' cycle.

The school uses a graduated response to providing help for pupils with special educational needs and Disabilities, as recommended by the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014), and the Cambridgeshire Local Offer.

Parent Partnerships

St Andrew's CE Primary School values working in partnership with all parents. The views of parents and the pupil will be sought at all stages of assessment and provision. We will try to get to know the parents of pupils with special educational needs and disabilities and encourage them to ask questions about the school and the provision made for their child. We will seek their help in working with their child at home and in school. We will take their views extremely seriously. Together parents and teachers can build a far more complete picture of a pupil and his/her needs than can be done separately. Working together more than doubles the effect of working apart. We recognise that the failure of a parent to participate in the partnership does not indicate lack of interest or willingness. Our careful and sensitive handling of matters concerned with special educational needs and disabilities will benefit all parents. The school will keep records of all who are parents and/or have responsibility for each pupil. We will seek to involve all parents who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

The school will produce an annual SEND Information Report which will be available electronically via the website to all parents. (paper copies on request)

Lead Professionals within School

Whilst all staff have a responsibility for children with Special Educational Needs and Disabilities, staff with a specific, relevant remit include:

- Mr Harrison – Head teacher
- Mrs May – SENDCO / Senior Designated Lead for Mental Health
- Mrs Andrea Cadmore – Designated Governor for SEND

- Mrs Amann – Home Link School Worker
- Blue Smile Psychotherapeutic Counsellors
- Miss Churchill – EYFS Lead
- Mrs Howe & Mrs Dean – PSHE Lead

Roles and responsibilities within school are described below;

The Class Teacher:

- Tracks all children regularly to ensure that appropriate progress is being made.
- Assesses and records the progress of the pupils.
- Identifies any children not making appropriate progress or struggling with wellbeing issues.
- Makes appropriate additional provision to address any areas of weakness.
- Reviews any additional provision to ensure its impact on the progress of its participants.
- Where progress continues to be less than expected, works with the SENDCo and other agencies to support that pupil in removing their barriers to learning.
- Records provision made and targets to be met on the appropriate paperwork (PEP or Assess, Plan Do, Review grid)
- Plans lessons which address potential areas of difficulty and remove barriers to pupil achievement.
- Teaches pupils at all stages by:
 - Setting suitable learning challenges
 - Responding to pupils' diverse needs by making any reasonable adjustments needed
 - Providing high quality teaching.
- Communicates the aims of the lessons to Teaching Assistants and other helpers involved in the learning of their pupils and uses them to help gather feedback about the learning that has taken place.
- Meets with the parents of any children with more complex needs on at least a termly basis to complete the 'Personal Education Plan' paperwork associated with the 'Assess, Plan, Do, Review' cycle (PEP/APDR)

Special Educational Needs and Disabilities Co-ordinator: (SENDCo.)

- Has day to day responsibility for the execution of the Special Educational Needs and Disabilities policy.
- Advises Teachers on how pupils might meet planned learning objectives.
- Coordinates provision for pupils with special educational needs and Disabilities.
- May meet with the Class Teacher and parents of any children with more complex needs on a regular basis to advise on the 'Personal Education Plan' paperwork associated with the 'Assess, Plan, Do, Review' cycle
- Oversees the records kept by class teachers on all pupils with special educational needs and Disabilities including Personal Education Plan paperwork and grids associated with the 'Assess, Plan, Do, Review' cycle.
- Liases and works in partnership with parents of pupils with special educational needs and Disabilities.
- Contributes to the training of staff and governors.
- Liaises and works in partnership with external agencies including the Educational Psychology Service, Specialist Teaching Team, the Medical and Social Services, Health Education service, Visual Impairment service, Educational Welfare Service, Occupational Therapy Service, CREDS, Localities Team and voluntary organisations.
- Co-ordinates work of support staff.
- If there is essential information about a child (e.g. that a pupil is epileptic/diabetic/has a Health Care Plan), or a pupil requires treatment or management different from that normally given to other pupils, the Special Educational Needs and Disabilities Coordinator will ensure that all who are

likely to come into contact with the pupil are appropriately informed and may compile a Pupil Profile with the child to distribute to all staff who work with that child.

Head teacher:

Has overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and for keeping the governors informed. Any complaints about general or specific provision will be referred to the head teacher in the first instance.

Governors:

The governing body must do its best to ensure that the school makes the necessary provision for every pupil with SEND by making reasonable adjustments to ensure that these pupils have access to the curriculum and facilities of the school.

Admissions Policy

The currently agreed admissions policy of the governors makes no distinction as to pupils with SEND. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an Education, Health and Care Plan, the SENDCo will work closely with the Student Assessment Officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the ground that he/she has special educational needs and/or disabilities.

The SENDCo will work closely with parents, as well as gaining support from SENDCos at the Secondary Schools in coming to a decision about the most appropriate provision for pupils with SEND prior to starting at Key Stage 3. The SENDCo will liaise with parents as well as local pre-school providers and the Early Support Team about pupils with SEND joining our school at the Foundation Stage.

Allocation of resources

The Head Teacher, SENDCo and Finance Manager, will allocate funds to meet the needs of pupils with SEND. This will be overseen by the Diocese of Ely Multi Academy Trust (DEMAT) who have responsibility for an overview of all St Andrew's finances

The head teacher will manage the funds allocated by DEMAT to meet the differing needs of the pupils in the school with SEND.

The governors require the head teacher and the SENDCo to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of all pupils, providing there is no disadvantage to the pupil to whom the funding is allocated.

Training for Staff and Governors

The Special Educational Needs and Disabilities Coordinator will assist in the provision of training for teaching and non-teaching staff. In particular she will form links with the LA, the DEMAT and other schools to devise and share training opportunities.

The governors will give high priority to training on special needs responsibilities, assessment and provision when drawing up their own plans for governor training.

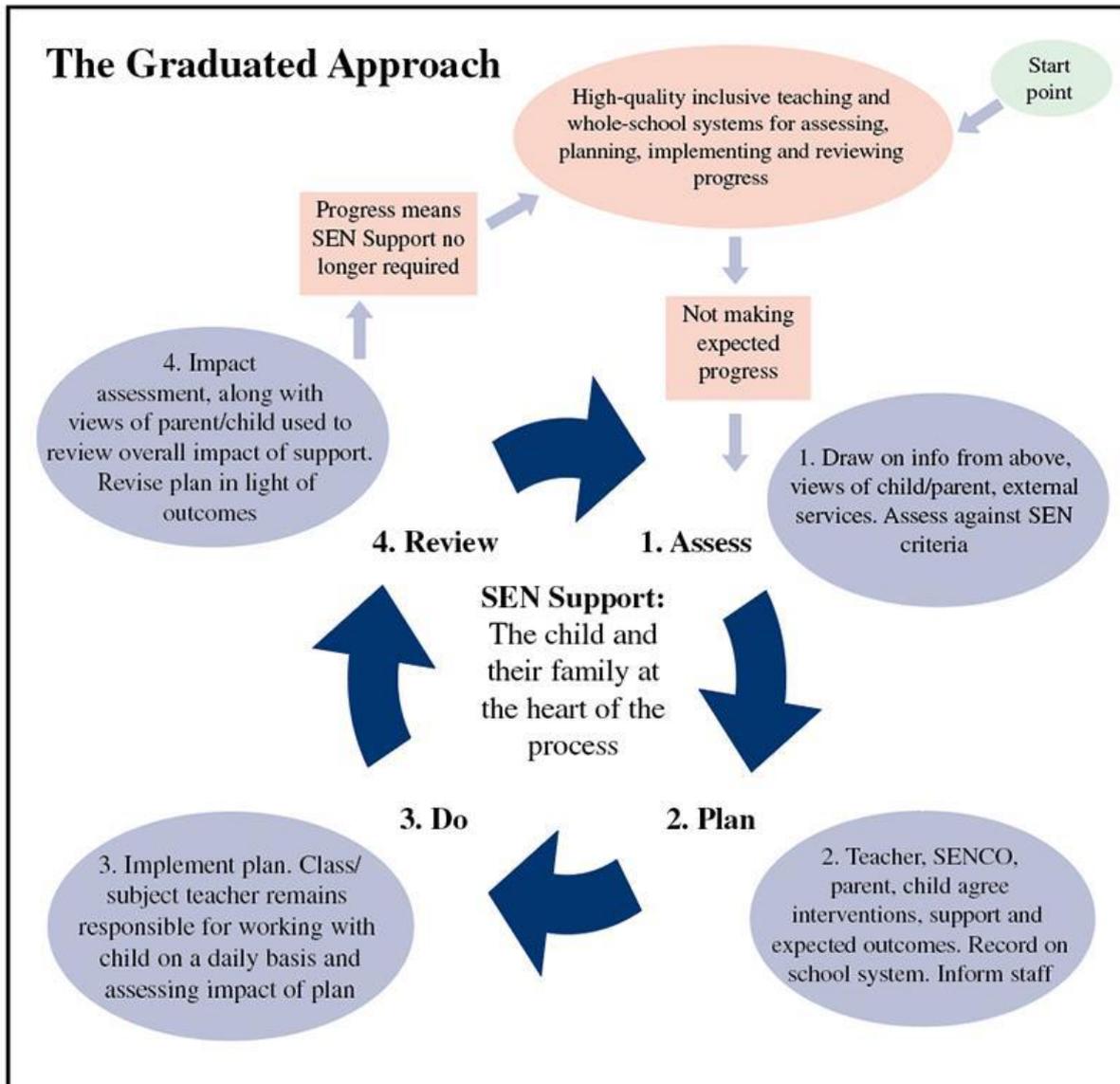
Graduated Approach and provision

The school adopts the graduated approach recommended in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014) for the identification of, and provision for pupils with special educational needs.

The process:

- Encourages the participation of pupils and their families
- Integrates the work of education, health and care providers
- Follows a cyclical, graduated approach.

At school we will assess each child’s current skills and levels of attainment on entry, building on the information that we receive from parents and previous settings. At the same time, we will consider evidence that a pupil may have a special educational need or a disability and, if so, what reasonable adjustments may need to be made for them.



Regular assessment of the progress of all pupils, and discussion with senior leaders at termly pupil Progress meetings will be used to identify those pupils who are making less than expected progress given their age and individual circumstances. This could be described as progress which;

- 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
- Is in areas other than attainment, for example physical development or social needs

The first response when such progress is identified will be high quality teaching within the classroom, targeted at the child's specific area(s) of difficulty.

Where progress continues to be less than expected the Class Teacher, in consultation with the SENDCo, will arrange for the child's needs to be addressed as part of an in class focus group, or with additional 'in class' interventions. (See Appendix B for available interventions)

If progress still continues to be less than expected the Class Teacher, working with the SENDCo and the parents will then assess whether the child has SEND.

The parent's views, as well as the views of their child will be sought, then assessments will usually take the form of observing the child within relevant situations at school and subsequently, during a meeting with parents and relevant staff, strategies will be formulated for the child/school staff/parents to use, these strategies may take the form of different equipment, scaffolding, extra teaching or interventions. At this point a Personal Education Plan (PEP) is usually completed. The agreed strategies will be disseminated to all those who work with the child in school and applied consistently, after an agreed period of time (normally no less than half a term), the strategies will be evaluated (through further observation and discussion with child, parents and school staff) and if necessary different strategies will be agreed upon.

Personal Education Plans (PEPs)

If, despite receiving differentiated learning opportunities a child:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
 - Shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
 - Presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques or Cambridgeshire Steps plans usually employed in the school;
 - Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
 - Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;
- there is often the need for greater involvement of external agencies e.g Specialist Teaching Team, Educational Psychologists. Pupils will probably need a more individual intervention programme and these will be recorded on a Personal Education Plan.

Where the help of external support services is sought, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's Personal Education Plan and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example SEND Services may be required for this. The SENDCo will liaise with the SEND services making sure that they provide appropriate advice and support to both parents and colleagues. The SENDCo, class teacher, and external specialists, will consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in working with the child directly. The delivery of the interventions recorded in the Personal Education Plan continues to be the responsibility of the class teacher.

Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to County detailed records of our provision and its impact for their consideration. Parents and carers will be

fully involved in the process, fully supported by the SENDCo who will help to guide them through the process and have the opportunity to contribute to the reports.

Evaluation of success

The governors will evaluate the success of this policy and of the school by enquiring how effectively pupils with special educational needs participate in the whole curriculum and all activities.

In particular the governors will come to judgements about;

- The progress of children with SEND in all areas of the curriculum and their wider development
- The views of parents on the working of parent partnerships.
- The effectiveness of the graduated approach in meeting needs.
- How well pupils with special educational needs and disabilities take part in the whole curriculum of the school.
- How independent pupils with special educational needs and disabilities become.
- How pupils with special educational needs and disabilities take responsibility within the school.
- How resources have been allocated to and between pupils with special educational needs and disabilities.
- Details of how many statutory assessments have been made and the number of visits from specialist teachers, other agencies and educational psychologists.

Complaints

If you have any complaint about the special educational provision for your child, or about the special educational needs provision generally, please speak to the head teacher, or to any member of the governing body. If you speak to a governor, he/she will, in the first instance, refer the matter to the head teacher. The head teacher will investigate and then contact you within five school days. If he/she has not resolved the matter to your satisfaction, it will be referred to the special needs and disabilities governor, who will consider the complaint and contact you within five school days.

Summary of special educational needs and disabilities policy (for inclusion in prospectus)

At St Andrew's CE primary school we are determined to meet the educational and wellbeing needs of all our pupils.

The school caters for the needs of all pupils with special educational needs and disabilities with and without Education Health and Care Plans. All teachers plan, set and mark work, which is appropriate and relevant to the individual needs of pupils. The School has adopted the graduated response to special educational needs as recommended in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014). The special needs co-ordinator is responsible for overseeing assessment and provision.

Pupils with special educational needs and disabilities are encouraged to become increasingly independent and take responsibility within the school.

A copy of the special educational needs and disabilities policy is available on request.

The school will produce an annual SEND Information Report which is available electronically via the website to all parents. (paper copies on request)

The name of the special educational needs and disabilities co-ordinator is Mrs Annette May.

The name of the governor to contact is Mrs Andrea Cadmore.

If you have any complaint about the special educational provision for your child, or about the special educational needs and disabilities provision generally, please speak to the head teacher, or to any member of the governing body. If you speak to a governor, he/she will, in the first instance, refer the matter to the head teacher. The head teacher will investigate and then contact you within five school days. If he/she has not resolved the matter to your satisfaction, it will be referred to the special needs governor, who will consider the complaint and contact you within five school days.

Appendix A

Areas of special educational need

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

1) Communication and interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly in or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

2) Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

3) Social, mental and emotional health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely bipolar disorder.

4) Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Disabled children and young people

Many disabled children and young people also have a SEN. Where this is the case, access arrangements and other adjustments should be considered as part of SEN planning and review. However it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made.

Appendix B

Available Interventions in School

Communication and Interaction

- **Talking Boxes**
For use in in EYFS to support the development of a child's vocabulary
- **Talking Partners**
A programme designed to improve the way that children communicate across the curriculum and throughout primary school
- **Time to Talk**
A programme designed to develop oral and social interaction skills for children in Reception and KS1
- **Colourful Semantics**
A programme which helps children develop their grammar for both speech and writing
- **Attention Autism (The bucket)**
A programme which aims to develop natural and spontaneous communication and develop joint attention
- **Makaton signing**
A programme which uses signs and symbols to help people communicate. It is designed to support spoken language
- **Picture Exchange Communication System (PECS)**
PECS, allows people with little or no communication abilities to communicate using pictures.
- **Alternative Augmentive Communication Devices (AAC)**
These can be used when an individual has difficulty with spoken communication.

Cognition and Learning

- **Colourful Semantics**
A programme which helps children develop their grammar for both speech and writing
- **SNIP**
A programme which helps children develop their reading and spelling skills suitable across KS2
- **5 Minute Box**
An individual programme which supports children with development of phonic knowledge
- **Toe by Toe**
A highly structured, multi-sensory, daily, individual reading and spelling programme for children in KS2
- **Attack Spelling**
A systematically structured and carefully programmed teaching aid designed to teach the basic skills of reading and spelling to children in KS2
- **Stareway to Spelling**
Helps pupils remember the most common 300 words and commit them to memory for spelling
- **A – Z of Literacy**
A programme which helps children develop their reading. Used in KS1
- **Acceleread**
A computer based programme which helps children with reading and spelling
- **Accerewrite**
A computer based programme which helps children with reading and spelling
- **Daily reading (for children above Y2)**
Involves children in reading with an adult daily in school
- **Better Reading Partnership**
A 10 week intervention involving parents designed to teach better reading skills
- **Catch up Literacy**
A structured one-to-one literacy intervention for pupils struggling to read
- **Precision Teaching**
This is an effective intervention for monitoring the progress of a child or young person who is having difficulty acquiring and maintaining skills in literacy and numeracy in KS1 or KS2
- **Expanded Rehearsal Technique (ERT)**
This is used 1:1 and supports development of rapid recognition of letter sounds, blends and words.
- **Catch up Numeracy**
A structured one-to-one intervention for pupils struggling with Numeracy

- **First Class@Number**
A small group intervention for children in Year 1 who need further support to secure the Early Learning Goal for Number.
- **First Class@Number 2**
A small group intervention for children in lower KS2 who need further support to secure the end of KS1 expectations.

Social, Emotional and Mental Health

- **Nurture Breakfast**
A small group intervention based on Nurture principles which runs before school to support children who may be experiencing social and emotional difficulties
- **FRIENDS**
A small group intervention based on teaching resilience in order to improve social and emotional skills
- **Lego Therapy**
A social development programme for young people with social communication difficulties.
- **Blue Smile**
Cambridgeshire children's charity which provides counselling and support in schools to help children fulfil their true potential and have happier lives.
- **Play therapy**
For some children we are able to access 1:1 Play Therapy sessions.
- **Fantastic Families**
A weekly support group to which some children and their parents may be invited or request to attend, the group work together to explore a variety of common parenting issues.

Sensory and Physical Needs

- **Speed Up Handwriting**
A small group intervention for children in KS2 to support them with developing fluent handwriting
- **Write from the Start**
A kinaesthetic programme to develop fluent handwriting
- **Fizzy Programme**
A structured gross motor skills programme
- **Sensory Circuits**
A sensory motor skills programme supporting individuals to improve their levels of attention and focus.
- **Hydro therapy**
Some children in school with particular physical or sensory needs are offered an extra weekly small group water based session in our school pool