

**St George's School**

**SEN and Disability Policy**

**Date: February 2015**

# St George's School

## Special Educational Needs 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 SEN Information Report Regulations (2014)

### SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability at St George's.

The designated teacher responsible for coordinating SEND provision for children/young people is: Mrs Debbie Field. 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 Debbie Field.

The Governor with oversight of the arrangements for SEN and disability is: Mrs Jane Frederick

### Mission Statement

**work together, play together,  
learn together...shine!**

At St George's School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

### 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**
- **Staff members seek to identify the needs of pupils with SEN 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 SEN. Continuous monitoring of those pupils with SEN 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 SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and 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 SEN 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, Special Educational Needs specialist Services SENSS, Children and Adult Mental Health Service CAMHS, Hearing Support, Behaviour Support
- **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, 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.

## **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 coordinating SEN provision**

Debbie Field will hold details of all SEN records, Individual Education Plans and subject targets for individual children/young people.

All staff have access to the following information:

- St George's SEN Policy;
- a copy of the full SEN Register;
- guidance on identification in the Code of Practice (School Action, School Action Plus and children/young people with Statements);
- information on individual children/young peoples' special educational needs, including action plans, targets set and copies of their Individual Education Plans (IEPs);
- practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- information on the staff IT system on individual children/young people and their special needs and requirements;
- information on current legislation and SEN provision on staffroom notice boards

SEN provision, services and data and is monitored by Headteacher/Deputy Headteacher (SENCo)

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 SEN 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, liaises with the local authority/diocese, health services and parents/carers to 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
- Assistive technology
- Increased access to the curriculum and assistance during SATs

### **SEN 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](http://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):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. 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 Headteacher/SENCo meet and discuss all the children with SEN. The SENCo works closely with the SEN TA to organise a timetable catering for the needs of all the SEN children. The SENCo also works with all staff to organise support in class and interventions groups out of class. The SENCo is continually evaluating resources/equipment and looking for new ways to support all SEN children. 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 SEN support required. These include: standardised tests, reading tests, spelling tests, phonic checks, Boxal behaviour assessment, short term memory assessments, Educational psychologist discussions.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Our 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.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the SENCo will contact the parents to come in to school for a discussion, a programme of learning will be set up and this will be initiated either in class or out of class depending on need.

The SENCo 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 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
- Service children
- Disability where there is no impact on progress and attainment
- Behaviour where there is no underlying SEND
- Bereavement and family issues

## **MANAGING CHILDREN WITH SEND IN OUR SCHOOL**

Where a child is identified as having SEND 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.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so 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 on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already 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 teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may 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 and to plan and assess the impact of support and interventions and links with 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 SENCo.

## **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 where necessary their parents. The class teacher, in conjunction with the SENCo 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**

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 that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

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 group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The Headteacher/SENCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. All SEN 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 activity (social, curricular and physical) by:

- providing a balanced curriculum for all children/young people both in and outside of the classroom, including play and interaction at mealtimes/playtimes; extracurricular activities; school day trips and residential visits;
- adapting learning to best suit the needs of individual children / young people;
- promoting and encouraging all our children / young people to be aware and responsible for their thoughts and actions.

Children/young people with special educational needs will be given help with the curriculum through specialist provision arranged by the school according to the needs of the individual, and in consultation with parents/carers as far as possible. Children will be given an Individual progress plan (IPP) or follow an action plan provided from a specialist

service. These plans will be reviewed regularly by the class teachers, SENCo and SEN teaching assistant and re written according to progress made/need.

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

The school curriculum is reviewed regularly by the Headteacher together with the SENCo to ensure that children/young people of all levels and abilities are supported so that they can make progress in their learning. This includes other learning opportunities in small groups or with specialist staff.

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

- keeping staff fully informed of the special educational needs of any children/young people including sharing progress reports, medical reports and teacher feedback;
- providing regular training and learning opportunities for staff on SEN 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 children/young people would benefit from such support;
- the SENCo's advice is sought in any decision to provide long term group teaching away from the main classroom involving children/young people with special educational needs;
- Parents/carers will be made aware of any circumstances in which changes have been made;
- setting appropriate individual targets that motivate children/young people to do their best, and celebrating achievements and success;
- encouraging children/young people 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/young person's requirements are provided;
- continuing social and academic progress of children/young people 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 SENCo/Headteacher throughout the year for any reason. If parents/carers have concerns about staff supporting their child/young person with special educational needs they should talk in the first instant

to the SENCo/Headteacher or to the Headteacher if the concern regards the SENCo.

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

If required, more regular communication can be arranged with parents/carers. The school will provide information on how to contact the Parent Partnership Service who offers independent and impartial advice, guidance and support for parents/carers. The Parent Partnership Service can also advise on how to obtain mediation services.

If at any time, an assessment or referral indicates that a child/young person has additional learning needs, they and their parents/carers will always 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 in regards to the provision for their child. The school's SEN Link Governor may be contacted at any time in relation to SEN matters.

### **COMING OFF THE SEND RECORD**

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All 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 EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child'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.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE - July 2014) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and children as and when required. The SENCo/Headteacher look at the need and will make requests for individual staff to attend training accordingly. The SENCo will provide information on specific needs for new staff. The SENCo keeps up to date by attending localised training and training specific to the needs of the children.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

## **SEN INFORMATION**

St George's presents its SEN information in three ways:

- i. by information placed on the school website
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. 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 SENCo. 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 SENCo, Headteacher, Staff, Inclusion Governor and Full board of Governors.

## **LINKS TO OTHER RELATED POLICIES at St George's**

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

This policy was agreed by the Full Board of Governors at the meeting on 9<sup>th</sup> March 2015.