



Alverthorpe St Paul's CE (VA) School 3-11 yrs

SEND Policy



April 2019



SEND Policy

Vision

At St Paul's we encourage everyone to let their light SHINE, for others and for God, as unique individuals and together as a school. We aim to equip children with the confidence, knowledge, skills and understanding to positively shape their future.

S – Safe & Successful

H – Happy & Honest

I – Independent & Inclusive

N – Nurturing & Never give up

E – Encouraging & Enthusiastic

The aim of this policy is to ensure that:

- children who may have SEND are identified as early as possible;
- provision and progress is monitored and reviewed regularly;
- children with SEND are given access to a broad, balanced curriculum, meeting wherever possible, the requirements of the National Curriculum;
- school liaises with external agencies in order to obtain their support and advice;
- any strategies undertaken in school to meet the needs of children are recorded and evaluated;
- school provides materials and resources to meet the needs of children with SEND and ensures these are kept up to date;
- parents are involved at every possible opportunity and are up to date with information about their child;
- children are encouraged, wherever possible, to participate in decision making and contribute to the assessment of their needs, the review and transition processes.

Definitions

Children have special educational needs if they have a barrier to learning which calls for special educational provision to be made for them whether their personal barriers are deemed to be of a temporary or more ongoing nature.

Children have a learning difficulty if they: a) have a significantly greater difficulty in learning than the majority of children of the same age; or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Educational Inclusion

In our school we aim to offer excellence to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;



- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

It is the responsibility of the class teacher to ensure that the needs of children with SEND in their class are met. In order to achieve this, class teachers are responsible for planning and resourcing work that will ensure children have access to lessons. Effective communication is paramount in meeting the needs of children with SEND. Class teachers are responsible for communicating planning and providing resources to adults who support children with SEND. This will usually be on a lesson by lesson basis, which will ensure that adults are in a position to effectively support the child.

Identification/ Procedures

When we are concerned about a child, the class teacher will use various assessment tools to work out where the child is and what is the next step that the child needs to take. The teacher will endeavour to meet those needs, with the support of classroom assistants where available. Most children's needs are met within the classroom situation through quality first teaching. When this approach has been tried and progress is very slow or is not happening, the class teacher will consult the Special Needs Co-ordinator (SENCO) who has responsibility for children with Special Needs. Discussions over the provision mapping of the children will take place and decisions will be made as to whether or not the child would benefit from any group interventions. This is the initial phase of the Pathway of Support.

On review of the provision map if the group interventions are not succeeding then a Supporting Me to Learn Plan may be appropriate where specific targets are written for that particular child. The child's parents will also be invited into school for an informal meeting to discuss what problems there may be, and information about the child out of school obtained to inform future decisions. A Supporting Me to Learn Plan will be written and a copy sent home to parents.

The teacher will teach following the guidance and objectives set out on the 'Supporting Me to Learn' and review it once per term. Parents will be invited to attend the review meetings. The SENCO may also be present. A copy of the reviewed 'Supporting Me to Learn' will be filed by the SENCO. The children are said to be at the Additional Educational Support stage.

If, after these approaches have been tried, very slow or no progress has been made by the child then the SENCO may seek support from other outside agencies such as the Local Authority Learning Support Service (LSS) who can periodically attend planning meetings and prioritise children to be screened. Outside agencies may see the child when resources allow, carry out screenings, and provide advice and materials for next steps. Alternatively, the school can carry out screening for Dyslexia, Dyscalculia and reading difficulties using published materials, and they can ask various outside agencies for advice and materials. At this stage a more detailed document called 'My Support Plan' is completed by SENCO and parents. This is then at phase one of the pathway of support.

For a child with specific, more severe problems they may be seen by the Educational Psychologist for a more detailed assessment, advice and support. Support is usually provided for within the school resources of tools, equipment, teaching and planning time and additional support assistant time. Where outside agency support is involved, which also includes the services for Visually Impaired, Hearing Impaired, Speech and Language Therapy and other medical services, the child is still within the Additional Educational support stage. This is then at Phase Two of the Pathway of Support.



Very occasionally children are put forward to request an Education, Health Care Plan. This is Phase Three of the Pathway of Support. Parents may request a statement, but the LEA will immediately ask school for evidence and views. Referral may result in a multi-disciplinary assessment to determine the appropriate level of resource allocation in order to meet the educational needs of the child. This may include tools, equipment and Special Needs Assistant hours funded by the LA.

Phase Four of the Pathway of Support is where the Local Authority receive the request for an Education, Health Care plan. Wakefield Education, Health and Care panel will then consider the information provided and decided whether there is enough evidence to proceed with the education health care plan.

At Phase Five the draft plan is submitted to the Wakefield Education, Health and Care panel for confirmation of the plan and the extra resource required.

Phase Six is where the Education Health and Care plan is issued.

Phase Seven is the first review of the Educational Health and Care plan and this occurs within the twelve months and then every twelve months after that. Reviews can be held earlier if necessary.

Governor Responsibilities

The named governor for SEND is Mrs Lorraine Hanson. She ensures that the Governing Body is aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Pupil Participation

At our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

We strive to involve children in decisions that are made about their needs. If and when appropriate, children will be asked to take part in the setting and agreeing of Supporting Me to Learn Plan targets, as research proves that children are more likely to be engaged if they are involved in the decision making process. They are asked their strengths, which are also added to the Supporting Me to Learn Plan no matter what their views are. They are asked to sign their Supporting Me to Learn Plan and add comments as necessary.

When reviewing the targets, the children are asked how they feel they have progressed and if they can, they are asked to indicate this on the Evaluation form. Children with an Education Health Care (EHC) Plan are invited to express their views before an Annual Review takes place. If deemed appropriate, the child will be invited to the Annual Review.

Partnerships with Parents

As with pupils, parents are invited to Supporting Me to Lean Plan meetings and encouraged to comment on the targets. They will sign the Supporting Me to Learn Plan to show that they are



in agreement. If it is the first Supporting Me to Learn Plan meeting then the SENCo or Inclusion Leader may be present to discuss why their child is being placed on the SEN register.

Parents are strongly encouraged to attend their child's Annual Review for those children who have an EHCP. At least six weeks beforehand, they will receive an invitation for the meeting from the SENCo or Inclusion Leader, which will state the date and time of the meeting. They will also receive paperwork asking them for their views regarding the past year. The parents are then asked to share the main points from this at the meeting.

If a parent has any concerns about their child then the first person who they should contact is the class teacher. If the class teacher deems it necessary, then the SENCo or Inclusion Leader will meet with the parents, along with the class teacher, to discuss concerns and identify possible solutions.

Where an outside agency is required to carry out an observation of a child, or work with them, then parent's consent will be required. Outside agencies have their own forms of documentation that need completing in order to show that parents have given consent. This initial consent is only required when the agency is involved for the first time and will not be needed for subsequent involvement.

Class teachers remain responsible for the education of the children in their class, but with appropriate advice, resources and support where available.