



## **Special Educational Needs and Disability (SEND) Policy** **(statutory)**

### **Introduction**

St Paul's C of E Junior School is committed to providing a high quality education for the children living in our local area. We believe that every child, including those identified as having special educational needs and disabilities (SEND), has a common entitlement to an inclusive broad and balanced curriculum accessible to all.

St Paul's C of E Junior School has an Inclusion Manager and one governor responsible for SEND/inclusion. They ensure that the SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

### **Definition of SEN and Disability (SEND)**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. **Code of Practice 2014**

Many children and young people who have SEN may have a disability under the Equality Act 2010 that is 'a physical or mental impairment which has a long term and substantial negative effect on their ability to carry out normal daily activities'. **Equality Act 2010**

If a child is identified as having SEND, their name will be added to the special needs register and appropriate support will be put in place.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEN Code of Practice (September 2014).

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

### **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;
- to work in partnership with pupils and parents;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our Inclusion Manager and individual teachers to ensure all children have equal access to succeeding in this subject.

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.

There is a variety of interventions to be found across the school as these are planned according to the individual needs of each pupil.

#### **Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage and take responsibility for their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions and to take part in learning.

#### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school.

The governing body, the Headteacher, the Inclusion Manager and all other members of staff, particularly class teachers and learning mentors, have important day-to-day responsibilities. The school will assess each child's current levels of attainment in order to ensure that they build on the patterns of learning and experience already established. If the child already has an identified special educational need, this information may be transferred from other settings. The class teacher and Inclusion Manager will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and provide support within the class;
- use assessment to identify any learning difficulties;
- ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Where there is uncertainty about a child's needs whose first language is not English, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

#### **Monitoring children's progress**

Where a period of differentiated curriculum support and the use of a variety of classroom strategies has not resulted in a child making expected or adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, they may be identified as having special educational needs.

The definitions of adequate progress as suggested in the revised SEND code of practice is, progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap from growing wider;
- is similar to that of peers starting at the same attainment baseline, but less than the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures full access to the curriculum;
- demonstrates an improvement in self-help or social or personal skills;
- demonstrates an improvement in the child's behaviour.

In order to help children with special educational needs, we will adopt a graduated response. This involves a cycle of *assess, plan, do* and *review* with the child at the centre of the process. This may involve using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an Individual Learning Plan (ILP) where necessary. The Inclusion Manager will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time, the class teacher will complete an initial SEND Concern Form and the Inclusion Manager will then carry out any observations and assessments that may be required. Following these and after discussion with the class teacher, the child may be added to the school SEND register with parental permission.

Any child/ren that require SMART targets directly linked to their academic progress will receive a personalised Learning plan written by their class teacher following a consultation/ discussion with the Inclusion Manager. The class teacher will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be supported within the classroom to meet their targets. These targets will be monitored

by the class teacher and learning mentors within the class and reviewed formally with the Inclusion Manager, parents and pupil.

Reasons for a child being added to the SEND register may include the fact that he/she:

- makes little or no progress, even when teaching approaches are targeted particularly in an identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills;
- experiences emotional or behavioural difficulties which are not improved by intervention;
- has sensory or physical needs which impair progress;
- has communication and /or interaction difficulties which are not improved by intervention.

### Monitoring and review

Each teacher has a class file for Inclusion which contains the current provision map for their year group, Learning profiles for each child and Individual Learning Plan targets for those that have been identified as requiring academic support, in addition to a range of information on the pupils with SEND in that class which would be helpful to anyone teaching them.

Class Teachers and Learning mentors assess each child prior to the intervention beginning and complete intervention reports upon completion with the entry and exit data, so that the effectiveness of support can be measured. Forms are filed in the class Inclusion file, with the Inclusion Manager and saved electronically.

Evidence shared with Class Teacher on:	Intervention form completed and saved on X drive-Inclusion & SEN 2019-20-LM completed Intervention reports- Year group folder	Verbal Feedback from child Date:	Hard copy given to 'Base' to be filed
Date:	Date:	Comment:	Date:

Individual Learning plans are working documents, Class Teachers and Learning Mentors are expected to use the documents to record and evidence support and monitor progress.

### Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve. Parents contribute to the shared view of a child's needs and are treated as partners in their child's education. At all stages of the process, the school keeps parents fully informed and involved. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Pupils input will be actively sought in designing support and monitoring provision. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs and the Local Offer. <http://stpauls.wokingham.sch.uk/website>

### School Request for Statutory Assessment or Education Health and Care Plans

A request will be made by the school to the Local Authority if the child has demonstrated significant cause for concern. The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to meet those needs, including resources or special arrangements.

The evidence will include:

- previous individual learning plans and targets for the pupil;
- records of regular reviews and their outcomes;
- records of the child's health and medical history where appropriate;
- National Curriculum attainment levels in literacy and numeracy;
- education and other assessments, for example from an advisory specialist support teachers or educational psychologist;
- views of the parents and pupil.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed each term in addition to the statutory annual review. When this coincides with transfer to the next secondary school, the Inclusion Manager of the receiving school will be invited to attend.

### Individual Learning Plans

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A child with SEN support or with an Education Health and Care Plan will have an Individual Learning Profile, children requiring targeted academic support will have an Individual Learning Plan (ILP). The Individual Learning Profile includes the child's likes and interests, what makes them happy and how they would like to be supported. This is completed in the autumn term by the class teacher, the pupil and parents. The ILP outlines the outcomes we want to achieve in the term, what approaches will be used and what provision will be available to ensure these are achieved. This section is reviewed termly. ILPs are developed by the class teacher, in consultation with the Inclusion Manager and parents. They are reviewed at least once a term, although for some pupils this may be more frequent. Parents and the child will be invited to contribute to the review and consulted about any further action.

### **Access to the Curriculum**

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform next steps in learning. All staff receive training to meet the wide variety of needs of pupils in our school. The Inclusion manager attends network meetings to share good practice with colleagues and keep up to date with SEND developments. Wherever possible, we avoid withdrawing children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside of the classroom.

### **Allocation of resources**

The Inclusion Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education, Health and Care plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Headteacher, Finance Officer and Inclusion Manager meet regularly to agree on how to use funds.

### **The role of the governing body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Body reviews this policy annually and considers any amendments in light of the annual SEND report review findings and performance data.

### **Monitoring and evaluation**

The Inclusion Manager monitors the movement of children within the SEND system in school and governors are provided with a termly summary via the Headteacher's Report. The Inclusion Manager is involved in supporting teachers in drawing up Individual Learning Plans which are reviewed each term. The Inclusion Manager and the designated SEND Governor also hold regular meetings.

### **HISTORY**

<b>Date</b>	<b>Reference</b>	<b>Amendments</b>
17/04/13		There have been no amendments to this policy
18/9/14	New Policy September 2014	This version is a new policy in keeping with the new SEND Code of Practice 2014. There are some similarities with the previous policy but in the main this policy contains new content.
23/11/15	Amended policy November 2015	This policy has been updated and amended to include reference to the following; <ul style="list-style-type: none"> <li>• The wording SEND replaces SEN, including the naming of the policy</li> <li>• Learning Mentors replaces Teaching Assistants and Learning Support Assistant</li> <li>• There is now 1 Inclusion governor rather than 2</li> <li>• SEN support plans (SSPs) have been introduced and are described alongside Individual Education Plans (IEPs)</li> </ul>
14/03/2017	Amended Policy March 2017	This policy has been updated and amended to include reference to the following;

		<ul style="list-style-type: none"> <li>• Definition of SEN extended to include a definition of Disability as well as SEN</li> <li>• The format of SEN support plans (SSPs) and Individual Education Plans (IEPs) have been reviewed and updated by staff. These have now been replaced by Individual Learning Plans (ILPs)</li> <li>• Intervention Monitoring Forms have been introduced and replace termly Intervention Reports</li> </ul>
20/11/2018	Amended Policy November 2018	<p>This policy has been updated and amended to include the following;</p> <ul style="list-style-type: none"> <li>• Reference to Individual Learning Profiles and a description of what they include under Individual Learning Plans sub heading</li> </ul>
02/07/2020	Amended policy September 2020	<p>This policy has been updated and amended to include the following;</p> <ul style="list-style-type: none"> <li>• Under the heading of Monitoring children’s progress, information was added to further explain SMART targets</li> <li>• Under the heading of Monitoring and review, further information regarding reference to provision maps for each year group, details about learning profiles and learning plans was added.</li> <li>• Changes in terms of monitoring interventions and entry and exit points so to track progress was also added.</li> <li>• Under the heading of Individual Learning Plans, the process of writing individual plans and sharing these with parents were explained.</li> </ul>