ST PETER'S CE PRIMARY AND NURSERY SCHOOL

St Peter's is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY 2019

Statement of Intent

This policy outlines the framework for St Peter's to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities. St Peter's therefore intends to work with the Shropshire Local Authority and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989
- Data Protection Act 2018
- The General Data Protection Regulation 2018

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25 (2015)
- Supporting Children with Medical Conditions (2015)
- Keeping Children Safe in Education (2019)
- Working Together to Safeguard Children (2018)
- Mental health and wellbeing provision in schools (2018)

Definitions

The law states that a pupil is defined as having SEND if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Areas of special educational need

St Peter's will make provision for pupils with the following 4 kinds of need:

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

Admissions
St Peter's will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their education, health and care (EHC) plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Roles and responsibilities
The governing body has a responsibility to:

- Fully engage parents and/or young people with SEND when drawing up policies that affect them.
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan or Graduated Support Plan (GSP).
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designate an appropriate member of staff (the SEND co-ordinator or SENDCo) as having responsibility for co-ordinating provision for pupils with SEND.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- The named link governor for SEND is **Chris Mellings**.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews and GSP reviews.
- Ensure that the SENDCo has sufficient time and resources to carry out their functions.

- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

The SEND Coordinator (SENDCo) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC or GS plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a one page profile of the child or young person with SEND, in collaboration with the child's class teacher.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the child's parents that SEND provision is being made, where the child does not have an EHC or GS plan.
- The named SENDCo at St Peter's is **Jane Fitton**, who is also the current designated teacher for looked after children.

Class / subject teachers must:

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.

- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

Joint commissioning, planning, and delivery

St Peter's will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

- Identifying improved system outcomes in consultation with pupils and their parents, taking into account:
    - Prevention.
    - Early identification / recognition.
    - How pupils and their families will be able to access services.
    - How transitions between life stages and settings will be managed, including from early years to primary education, primary and to secondary.
    - How provision and support services will enable pupils to prepare for their future adult life.
- Draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:
    - Population and demographic data.
    - Prevalence data for different kinds of SEND and disabilities among children and young people at national level.
    - Numbers of local children with EHC plans and their main needs.
    - The numbers and types of settings locally that work with or educate children with SEND and disability.
    - An analysis of local challenges / sources of health inequalities.
- Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
    - Improved educational progress and outcomes for children and young people with SEND.
    - Increasing the proportion of children with SEND whose needs are identified before school entry.

Funding

- St Peter's will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.
- Personal budgets are allocated from the local authority's high needs funding block and St Peter's will continue to make SEND provision from its own budgets, even if a pupil has an EHC or GS plan.

Local offer

- St Peter's will cooperate generally with the local authority and local partners in the development and review of the local offer.

Identification

To identify pupils with SEND, St Peter's will:

- Assess each pupil's current skills and levels of attainment on entry.
- Make regular assessments of all pupils to ensure that the intervention:
    - Ensures that the child's progress is similar to that of their peers starting from the same baseline.
    - Matches or betters the child's previous rate of progress.
    - Closes the attainment gap between the child and their peers.
    - Prevents the attainment gap growing wider.
- The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

Graduated approach

St Peter's will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

- Establishing a clear **assessment** of the pupil's needs.
- **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing** the interventions, with support of the SENDCo.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

Special Educational Needs (SEN) Support

The interventions can be implemented through SEN Support where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by 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.

The SENDCo, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.

- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Assessment

- St Peter's will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.
- The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Education, Health and Care (EHC) plans

- St Peter's will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

Reviewing an EHC plan

St Peter's will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken in sufficient time prior to transfer to another phase of education i.e. by 15 February in the calendar year of the transfer.

SEND Tribunal

St Peter's will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Data and record keeping

St Peter's will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details or additional or different SEND provision on a provision map.

Confidentiality

St Peter's will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To a SEND Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.

Graduated Support Plan

St Peter's can request additional funding through the Graduated Pathway which will also promote a more personalised and holistic approach to meeting the additional needs of children with SEND. By removing the need to undertake the statutory assessment process to access high needs funding, the appropriate targeted interventions are implemented at an early stage. The timely provision of high quality, targeted support will ensure children and young people with SEND achieve improved outcomes.

The review of the GSP will be conducted by the school with parents/carers and any services involved and the evaluation form completed, showing recommendations. The reviewed plan will be returned to the SEN Team. Each year, new outcomes must be written for the following year and, if appropriate, GSP funding can continue year on year, or be reduced, increased or ceased, depending on progress made by the pupil and levels of need.

Policy written and amended by Jane Fitton (SENDCo)
Policy to be reviewed: Autumn 2020