



Belonging Believing Becoming

SEND Policy

Special Educational Needs and Disabilities

Date	Review Date	Special Needs Co-ordinator (SENCO)	Nominated Governor
November 2019	November 2020	P Charlesworth	L Revill

Policies and Legislation

We believe this policy relates to the following legislation:

- Children Act 1989
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Special Educational Needs and Disability Act 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

Definitions

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools’

‘For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools’

(SEND Code of Practice 2015).

Special educational provision is ‘educational or training provision that is additional to, or different from, that made generally for others of the same age’ in mainstream nurseries and schools in England. (Children and Families Act 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 adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’ (SEND Code of Practice 2015).

Our Vision at St Elisabeth’s CE Primary

Our vision is:

‘To grow a diverse and creative educational community, where we encourage **belonging** and nurture **believing**; together **becoming** fulfilled and responsible members of God’s world.’

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

When organising additional support it is very important that we provide children with SEND a broad and balanced curriculum with regular access to all subjects and all areas of learning. This includes their spiritual, emotional, moral and social development, as well as their physical and intellectual development.

We believe that children with SEND should not be routinely separated from their class teachers and peers but included as much as possible within their class.

We support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. Pupil voice activities, where all pupils are encouraged and supported to contribute, are important for improving wellbeing as well as for creating a more inclusive school for everyone. As part of this commitment, we will work closely with the School Council to hear their views and opinions. We are also aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

As a school community we have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We have a duty to provide appropriate Special Educational Needs (SEN) provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEND provision is made for them.' (SEND Code of Practice 2015)

We cater for pupils who experience difficulties in: -

- communication and interaction.
- cognition and learning.
- social, emotional and mental health difficulties.
- sensory and/or physical needs and medical conditions.

We believe it is our responsibility to publish all details of the Special Educational Needs and Disability (SEND) provision that we have available in our SEND Information Report and to work with the Local Authority in compiling and reviewing the Local Offer. Our SEND Information Report and details of the Local Offer can be found on the school website.

Aims and Objectives

We aim:

- to have due regard to the Special Educational Needs and Disability Code of Practice.
- to identify pupils with special educational needs and disabilities as early as possible and meet their individual needs.
- to have in place systems whereby teachers are aware of such pupils.
- to provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- to have high ambitions and expectations for pupils with special educational needs and disabilities.
- to be sympathetic to each child's needs by providing a strong partnership between children, parents/carers, governors, Local Authority and outside agencies.
- to ensure all pupils make effective progress and realise their full potential.
- to ensure all pupils take a full and active part in school life.
- to work with other schools and the Local Authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Educational Needs Co-ordinator.
- responsibility for ensuring the SENCO is allocated time to undertake the demanding role of SENCO.
- delegated powers and responsibilities to the Head of School to ensure all school personnel and visitors to the school are aware of and comply with this policy.
- to ensure that SEND provision is of a high standard.

- responsibility for ensuring pupils with SEND have access to all activities.
- responsibility for ensuring pupils with SEND have access to all school facilities.
- due regard to comply with the SEND Code of Practice when undertaking its responsibilities.
- responsibility for having in place an admissions policy.
- responsibility for admitting any child whose Education, Health and Care plan (EHCP) names the school, unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources
- responsibility for publishing a SEND information report.
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the school facilities so that disabled pupils can access the curriculum.
- responsibility for regularly reviewing funding for resources.
- responsibility for ensuring that the school complies with all equalities legislation.
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy.
- responsibility for ensuring funding is in place to support this policy.
- responsibility for ensuring this policy and all policies are maintained and updated regularly.
- responsibility for ensuring all policies are made available to parents/carers.
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy.
- responsibility to make effective use of relevant research and information to improve this policy.
- nominated a governor to visit the school regularly, to liaise with the Head of School and the SENCO and to report back to the Governing Body.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head of School

The Head of School will:

- ensure all school personnel, pupils and parents/carers are aware of and comply with this policy.
- ensure that the daily management of SEND provision is effective.
- work closely with the SENCO, the nominated governor and the teaching and support staff.
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND.

- ensure that all relevant school personnel receive the appropriate information regarding the provision for pupils with SEND.
- inform parents/carers when SEND provision has been made for their child.
- be responsible for supervising the Education and Health Care (EHC) needs assessment, EHCP and annual review process for pupils with SEND.
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to.
- monitor the quality of teaching for pupils with SEND.
- monitor the progress made by pupils with SEND.
- agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer.
- publish a SEND information report on the school's website updating stakeholders of how the school's offer is administered;
- provide leadership and vision in respect of equality.
- make effective use of relevant research and information to improve this policy.
- provide guidance, support and training to all staff.
- monitor the effectiveness of this policy by checking to see if:
 - pupils with SEND are making sufficient progress appropriate to their ability.
 - school personnel have high expectations of pupils with SEND.
 - appropriate provision is in place.
 - differentiation is put into practice.
 - the pupil tracking system is effective.
- annually report to the Governing Body on the success and development of this policy.

Role of the Special Needs Co-ordinator (SENCO)

The SENCO will:

- have the National Award for Special Educational Needs Co-ordination or relevant experience.
- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy.
- ensure all school personnel understand their responsibilities to children with SEND.
- work with the Head of School to oversee the day to day provision for pupils with SEND within the school including those with Education, Health and Care (EHC) plans.
- identify the barriers to learning and what SEND provision a pupil requires.
- provide advice and teaching strategies to teachers and support staff.
- inform parents/carers of their child's special educational needs.
- provide awareness of training opportunities for parents/carers.
- arrange meetings for parents/carers with relevant outside agencies.

- organise in-house and external support for a pupil with SEND and monitor this support.
- keep parents/carers up to date with the SEND provision for their child.
- ensure pupils with SEND have full access to the curriculum.
- ensure pupils with SEND are included in all school activities and events.
- ensure pupils with SEND take part in extra-curricular activities.
- arrange for key workers, where necessary, to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have.
- lead the development of SEND throughout the school.
- arrange training for school personnel and governors.
- prepare and keep up to date individual SEND Provision Plans.
- undertake classroom observations.
- ensure differentiated teaching methods are being used.
- track the progress of children with SEND.
- maintain records of all children with SEND.
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention.
- keep up to date with new developments and resources.
- make effective use of relevant research and information to improve this policy.
- liaise with parents/carers.
- organise annual reviews.
- meet with outside agencies.
- work with feeder or transition schools.
- provide information for the school SEND Information Report.
- annually report to the Governing Body on the success and development of SEND.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Head of School and the SENCO.
- ensure this policy and other linked policies are up to date.
- ensure that everyone connected with the school is aware of this policy.
- attend training related to this policy.
- report to the Governing Body every term.
- annually report to the Governing Body on the success and development of this policy.

Role of Class Teachers

Class teachers must:

- have high expectations of pupils with SEND.
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them.
- work closely with the SENCO.

- be well informed of the special needs, disabilities and medical conditions of the pupils that they teach.
- implement any advice and teaching strategies given by outside agencies and/or the SENCO.
- provide high quality teaching for all pupils.
- create and review Provision Plans for each pupil with SEND in their class.
- deliver the interventions outlined in the Provision Plan for each pupil with SEND.
- include pupils with SEND in all class activities, where appropriate.
- ensure their planning includes differentiation.
- set challenging targets.
- track and monitor the progress of all pupils.
- inform the SENCO of any identified barriers to learning and lack of progress of pupils.
- liaise with outside agencies, where appropriate.
- liaise with parents/carers of pupils with SEND to update them of the progress of their children.
- suggest ways that parents/carers can support their children at home.
- undertake appropriate training on induction.
- identify any additional training needs they require.

Role of Teaching Assistants (TAs)

Teaching assistants will:

- work closely with the SENCO and class teachers.
- provide support for individual or groups of pupils with SEND.
- provide in-class and out-of-class catch up English and maths support for pupils as well as interventions for social, emotional and mental health.
- assist in the preparation of lessons.
- monitor pupils' progress.
- provide feedback to teachers and the SENCO.
- attend meetings with teachers, parents and/or outside agencies, where appropriate.
- attend appropriate training.
- suggest training needs.

Role and Rights of Pupils

We encourage pupils with special educational needs and disabilities to understand their rights and to take part in:

- pupil voice activities.
- recognising their needs.
- setting learning targets.
- the annual review of their EHCP.

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body.
- discussing improvements to this policy during the school year.
- organising surveys to gauge the thoughts of all pupils.
- help review the effectiveness of this policy with the Governing Body.

Role and Rights of Parents/Carers

We encourage parents/carers:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils and pupils with a disability (see 'Partnerships' section).
- to be aware of their child's targets and their progress towards them.
- to take part in the review of SEND Provision Plans.
- to attend and take part in annual reviews.

Role of External Agencies

External agencies may:

- work closely with parents/carers, the SENCO, class teachers, teaching assistants and learning support assistants.
- work with pupils who have an EHCP or are on SEND support, to meet the objectives in their plan.
- develop targets and planning for teachers and learning support assistants.
- undertake pupil observation and assessment.
- keep up-to-date pupil records.
- develop support materials.
- provide in-house training on specific topics.

Graduated approach

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents/carers at the earliest opportunity of the school's concerns and work in partnership with them to establish the support their child needs.

We will adopt a graduated approach coordinated by the SENCO, using the following four stages of action:

- **Assess**
- **Plan**
- **Do**
- **Review**

Parents/carers will be kept well informed of and involved in all four stages.

Assess

- Working with the SENCO and the child's parents/carers, an analysis of the child's needs will be undertaken by the class teacher when trying to identify what SEND support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress. This will be organised by the SENCO with the agreement of the parents/carers.

Plan

- When it has been decided to provide SEND support, all parties will decide:
 - the expected outcomes.
 - what interventions and support is required.
 - the expected impact on progress, development or behaviour.
 - on a review date.
- Plans will take into account the views of the child.
- Parents/carers will reinforce the provision by contributing to progress at home.

Do

- The SENCO and the practitioner oversee the implementation of the interventions as part of the agreed SEND support.
- The practitioner supported by the SENCO assess the child's response to the action taken.
- The SENCO offers continuous advice on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the child's progress is discussed at the termly SEND support meeting between the SENCO and class teacher. This is then discussed with parents/carers at Parents' Evening as well as the review and transition meetings.

- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress. The views of the child are also obtained so that outcomes can be based on their thoughts and feelings.
- All parties will agree to any specialist involvement if a child continues to make less than expected progress.
- An Education, Health and Care needs assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given.
- If a child has an Education, Health and Care plan a review must take place annually.
- Detailed records will be maintained by the SENCO which will be available to the child's parents/carers.

Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual healthcare plans will state the type and level of support required to meet their medical needs.

Record Keeping

Accurate and up to date records will be kept that provide:

- evidence of pupil progress.
- evidence of outcomes and planned next steps.
- details of additional support or different provision made under SEND support.
- details of the involvement of specialists.
- evidence of involvement with parents/carers.
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEND support provided.

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with teachers and/or teaching assistants.
- out of class support either individually or in small groups with teachers or teaching assistants.

Inclusion

Every effort will be made to include pupils with SEND into all school activities and we will monitor the number of extra-curricular activities that they take part in.

Parents/carers are encouraged to contact the SENCo if they feel that their child will need extra support to be able to access extra-curricular activities.

Partnerships

We believe that a close partnership with parents/carers will enable children to progress. Parents/carers have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for their child.

Pupils with SEND will benefit from the school's close working relationship with the numerous external agencies, which offer advice and support.

We feel that the provision for SEND in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with SEND.
- admit those children with SEND but who do not have an EHCP.
- not refuse admission to children with an EHCP, unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

Curriculum

The school aims to provide for pupils: -

- a broad, balanced and enriched curriculum.
- a curriculum which is differentiated to their needs.
- a range of teaching strategies to meet their needs.

Celebration of Achievements

We will regularly celebrate the achievements of all children not just in English and maths but in all curriculum areas and all aspects of school life.

Complaints Procedure

In the event of a complaint in respect of provision for a child with SEND, parents/carers should first speak to the class teacher with further discussions with the SENCO, as required.

If this does not resolve the issue, a complaint can be referred to the head of school who will investigate and meet again with the parent within an agreed time frame. If an agreement cannot be reached the matter will be referred to the Governing Body who will respond to the issue within an agreed time frame. See the school Complaints Policy for further details.

Parents/carers are also encouraged to seek advice and support from the local parent SEN Information, Advice and Support service (previously the Parent Partnership Service). This is an independent and impartial service.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEND Code of Practice 2015)

SEND Information Report

Annually we will publish information about the implementation of the policy for pupils with SEND which will be set out in clear and straightforward language and easily accessible to parents/carers and young people. The information must include:

- the name and contact details of the SENCO.
- the kinds of SEN that are provided for.
- the procedure for identifying children and young people with SEND and assessing their needs.
- arrangements for consulting parents/carers of children with SEND and involving them in their child's education.
- arrangements for consulting young people with SEND and involving them in their education.
- arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents/carers and young people as part of the assessment and review process.
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their

ambitions, which should include higher education, employment, independent living and participation in society.

- the approach to teaching children and young people with SEND.
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND.
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.
- evaluating the effectiveness of the provision made for children and young people with SEND.
- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.
- how the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations in meeting the needs of children and young people with SEND and supporting their families.
- arrangements for handling complaints from parents/carers of children and young people with SEND about the provision made at the school.
- arrangements for supporting children and young people who are looked after by the Local Authority and have SEND.
- details of the school's contribution to the Local Offer including information on where the Local Authority's Local Offer is published.
- details of the broad and balanced curriculum provided in each year.
- admission arrangements for disabled pupils.
- accessibility plans.

(SEND Code of Practice 2015)

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website.
- meetings with parents/carers such as introductory, transition, parent-teacher consultations and periodic curriculum workshops.
- school events.
- meetings with school personnel.
- communications with home such as newsletters.
- reports such as termly and annual reports to the Governing Body.
- information displays.

Training

All school personnel and governors:

- have equal chances of training, career development and promotion.

- receive training on this policy on induction which specifically covers:
 - the SEND Code of Practice
 - the graduated approach
 - inclusion
 - differentiation
 - pupil tracking
 - working with pupils with SEND
 - Safeguarding and Child Protection
- receive periodic training so that they are kept up to date with new information.
- receive equal opportunities training in order to improve their understanding of the Equality Act 2010 and its implications.

Awareness training will be provided by the SENCO and by support teachers on specific topics and concerns.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the SENCO, the head of school and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement (See Policy Evaluation).

Head of School:	Bev Burrows	Date:	November 2019
Chair of Governing Body:	Lee Jamieson	Date:	November 2019