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THIS POLICY IS CURRENTLY UNDER REVIEW

St Bertelina's Church of England Primary
School

SEND Policy

ST BERTELINE'S CHURCH OF ENGLAND PRIMARY SCHOOL

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Definitions

Definitions of special educational needs (SEND) taken from Section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- 1. Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- 2. Have a disability 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.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.gov.uk/government/publications/send-code-of-practice-0-to-25

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

It is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Halton that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Halton's Local Offer can be found at:

<http://localoffer.haltonchildrenstrust.co.uk>

Mission statement

“A love of life. A love of learning.”

At St Berteline’s Church of England Primary 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.

Together we take pride in making a positive contribution to our school and the wider community.

1. Aims and objectives

Aims

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

St Berteline’s:

- a. Seeks to identify the needs of pupils with SEND 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.
- b. Monitors the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- c. Makes appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCO 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.
- d. Works 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 SEND procedures and practices and providing regular feedback on their child’s progress.
- e. Works with, and in support of, outside agencies when the school alone cannot meet the pupil’s needs. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adolescent Mental Health Service CAMHS.
- f. Creates an environment where pupils can contribute to their own learning. 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.

- g. Encourages pupil participation by wider opportunities such as school council, residential visits, school plays, sports teams and playleaders in the playground.

2. Responsibility for the coordination of SEND provision

The people responsible for overseeing the provision for children with SEND are Julie Barron (Head teacher) and Mary Hyde (SENDCO).

3. Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND records for individual pupils. All staff can access:

- a) St Bertelina's C of E Primary School SEND Policy. This is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. The policy is on the school's website. In addition, there is our SEND Information Report (SIR), which outlines our provision.
- b) A copy of the full SEND Support Plans list
- c) A copy of our Cause for Concerns list
- d) Guidance on identification of SEND in the Code of Practice
- e) Information on individual pupils' special educational needs, including support plans
- f) Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- g) Information available through Halton's SEND Local Offer. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.
- h) Our SEND policy is on the school's website, in addition to our SEND Information Report.
- i) Admission arrangements. Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

4. Areas of special educational needs

There are four broad areas of special educational needs and provision can be considered as falling under these categories:

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

5. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

6. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Elements 1 (funding for all pupils) and 2 (funding for special education provision) of a school's budget. Some pupils with SEND may access additional funding. For those with the most complex needs, additional High level needs funding (HLN), is retained by the Local Authority.

Enhanced Provision is also a means of supporting children with Special Educational Needs or Disabilities. It can include additional funding, blocks of specialist teaching, Outreach, advice and recommendations from specialist teachers. It is the responsibility of the SENDCO, senior leadership team and governors to agree how the allocation of resources is used.

8. Identification of pupils needs

See definition of Special Educational Needs at the beginning of this policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) Pupils recently removed from the SEND register will continue to be monitored.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND Support Plan List. Any concerns will be discussed with parents informally during private meetings.
- i) Parents' evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND Support Plan List. The aim of formally identifying a pupil with SEND 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, SENDCO 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, as a major focus of the Code of Practice. All strategies are then targeted to achieve the agreed outcome.

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 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 SENDCO.

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 SENDCO 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
- SENDCO
- Social Care
- Health professionals
- Other involved professionals – Ed Psych, Speech & Language Therapy, etc.

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 not) the child is eligible for statutory assessment. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://localoffer.haltonchildrenstrust.co.uk/>

or Parent Partnership Service:

<http://www.haltonparentpartnership.co.uk/>

1. Following Statutory Assessment, a decision will be made whether to issue an EHC Plan, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
2. If a decision is made not to issue an EHC plan, the Local Authority will issue an Additional Support Plan which records the pupil's needs and the appropriate strategies which support those needs
3. Parents have the right to appeal against the description of the child or young person's SEND specified in an EHC plan, or the special educational provision specified. They may also appeal against the school named in the Plan if it differs from their preferred choice. If parents disagree with the decisions then, as well as their legal appeal rights, there is a mediation service, Your Family Matters, which can help settle disputes. Details of this agency are on Halton's Local Offer. The mediators are not employed by the Local Authority and are completely independent. Parents can also ask for advice and support from Halton SEND Partnership.
4. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

In class provision and support will be deployed effectively to ensure the curriculum is differentiated where necessary. We will make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We will set appropriate individual targets that motivate pupils to do their best, and will celebrate achievements at all levels.

10. Inclusion of pupils with SEND

The Headteacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done by regular meetings with staff, listening to the pupil's voice (in the form of a variety of wishes and feelings questionnaires), discussions and progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on a child's individual support plan. These records are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Training is provided in school, across the borough and through external agencies. Staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.

The SENDCO attends relevant SEND courses, Cluster SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

15. Working in partnership with parents

We believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Where specific advice, guidance and support may be required, the SENDCO may also signpost parents of pupils with SEND to Halton's Local Offer website and the Parent Partnership service.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend 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 SEND governor, Julie Barron, may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school works in partnership with the other local primary schools through a cluster group and networking within the Local Authority, which enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

St Bertelina's C of E Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- CART team
- Speech and Language Service
- SEND Service
- Hearing Impairment Team
- Vision Impairment team

Name	Role	Signed	Date
Julie Barron	Headteacher & SEND Governor		
Mary Hyde	SENDCO		
Lesley Austin	Chair of Governors		

This policy will be reviewed annually.