



## St. Luke's C.E. (Aided) Primary School Special Educational Needs & Disability (SEND) Policy

### Aims and expectations

This policy was reviewed and updated in light of the new Code of Practice (Reviewed: December 2021)

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well which is demonstrated through our school vision.

### Our Vision

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that, **'we can do all things through Christ who strengthens us'**  
Philippians 4:13.

We are a caring community, whose values are built on mutual trust and respect for all:

### Our Core Values

**Love** and **Compassion**  
**Friendship** and **Forgiveness**  
**Endurance** and **Hope**

Our mission states that we will:

- Foster a secure, happy, and nurturing Christian environment where all can **aspire, believe and achieve.**
- Give our children the confidence to develop **endurance** in times of difficulty and have **hope** for their future.

With this in mind, our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## Aims and Objectives

The aims of the school through this policy are:

- to foster a secure, happy, well cared for learning environment which places the child at its centre;
  - to create an environment that meets the special educational needs of each child;
  - to ensure that the special educational & disability needs of children are identified, assessed and provided for through the Graduated Response;
  - to make clear the expectations of all partners in the process;
  - to identify the roles and responsibilities of staff in providing for children's special educational & disability needs;
  - to enable all children to have full access to all elements of the school curriculum;
  - to ensure that parents are able to play their part in supporting their child's education;
  - to ensure that our children have a voice in this process;
  - to help children to develop a positive self-image by encouraging them to reach their full potential by setting them achievable targets in order that they experience success;
  - to offer a well-disciplined school, which encourages positive behaviour and respect for oneself and others.
  - 
  - Again, this is clearly demonstrated by our mission where we will:
- Foster a secure, happy, and nurturing Christian environment where all can **aspire, believe and achieve**.
  - Offer a well-disciplined school in which high expectations encourages **friendship** and **forgiveness**.
  - Give our children the confidence to develop **endurance** in times of difficulty and have **hope** for their future.
  - Establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can **achieve** their God-given potential.

## Educational Inclusion

In our school we aim to offer excellence and choice 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 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.

Teachers respond to children's needs by:

- providing support for children who need help with communication and interaction;
- providing support for children who need help with cognition and learning;
- planning for children's full participation in learning, including sensory, physical and practical activities;
- helping children to manage their social, emotional and mental health and to take part in learning effectively and safely;

## **Special Educational Needs**

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special educational needs (SEND) at some time in their lives.

Children have a learning difficulty if:

- 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 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 or mainstream post-16 institutions

All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This support is called SEND Support. The child's class teacher will differentiate the curriculum; implementing strategies to support children during Quality First Teaching as well as offering interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will involve parents in setting targets, identifying effective support and drawing upon them for additional information. The Special Educational Needs Co-ordinator (SENCO) will monitor the progress of the children identified and assist the class teacher in providing appropriate support within the class setting.

We will record the strategies used to support the child on a Class Intervention Plan/Provision Map and an Individual Target Plan for pupils with needs other than reading, writing or maths. These will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the Intervention review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies being adopted. This enhanced level of support will be recorded on a child's Additional Support record. External support services will provide information for the child's intervention/targets. The new strategies wherever possible, will be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment (Education, Health and Care Plan: EHCP) will be made to the LA. A range of written evidence about the child will support the request. As part of this process, an Early Help Assessment will be completed (EHA).

## **The Role of the SENCO and Assistant SENCO**

The SENCO, with the support of the Assistant SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents when necessary;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational & disability needs;
- contributes to the professional development of all staff.

## **The Role of the Governing Body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational & disability needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational & disability needs. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with an Educational, Health and Care Plan (EHCP) are aware of the nature of the statement. The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## **The Role of the Class Teacher**

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'  
SEND Code of Practice 2015

The class teacher is responsible for:

- working with pupils on a daily basis;
- identifying pupils broad areas of need (Communication & Interaction, Cognition & Learning, Sensory & Physical and Social, Emotional & Mental Health)
- planning and reviewing SEND Support targets;
- ensuring delivery of interventions/individualised programmes;
- liaising with staff involved in teaching the pupil;
- keeping detailed records of pupils progress;
- liaising with parents on a regular basis.
- attending Team Around the Child (TAC) meetings.
- Completing referral forms to outside agencies with the support of the SENCO.
- Liaising with Outside Agencies

## **Allocation of Resources**

The SENCO with the support of the Assistant SENCO 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 an EHCP.

The Headteacher informs the governing body of how the funding allocated to support special educational & disability needs has been employed.

The Headteacher, the SENCO and the Assistant SENCO meet regularly to agree on how to use funds directly related to EHCP. The SENCO draws up the resource needs when the school is planning for the next school improvement plan.

## **Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCOs assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO and Assistant SENCO work closely with teachers and parents to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO/Asst SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making a formal Educational, Health and Care Plan (EHCP). The needs of the child are considered to be paramount in this.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational & disability needs. English and Maths lessons are taught to differentiated groups across the school. Lessons have clear learning objectives; and are differentiated accordingly. We use a range of assessment strategies to inform the next stage of learning.

Individual Targets, when required, employ a small-steps approach, and feature significantly in the provision that we make in the school. By breaking down the existing learning objectives into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. For a short period however, pupils may be withdrawn for additional support to maximise learning to achieve their targets.

## **Partnership with Parents**

As highlighted in our School Mission, we will work hard to establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can **achieve** their God-given potential. The school works closely with parents in the support of those children with special educational & disability needs. All pupils joining our school have a 'Home Visit' where parents have the opportunity to discuss the needs of their child. We encourage an active partnership through an ongoing dialogue with parents and when needed, pupils will receive a 'Learning Log' to further promote links. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational & disability needs.

The school website contains details of our policy for special educational & disability needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents.

We 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 we share the process of decision-making by providing clear information relating to the education of children with special educational & disability needs. On an annual basis we hold an informal coffee morning/workshop to ensure parents of pupils with SEND are familiar with how their child is supported in school and with how they can support their child at home.

## **Pupil Participation**

In 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. The work across the school recognises the importance of children developing social as well as educational skills.

Children are involved in setting targets and in the termly review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

## **Monitoring and Evaluation**

The SENCO and Asst SENCO monitor the movement of children within the SEND system in school. SEND Provision is recorded on a Provision Map; this gives an overview of additional support across the school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO and Asst SENCO are involved in supporting teachers involved in drawing up Individual Targets for children and work with Phase Leaders in organising intervention programmes across the school.

The SENCO and Asst SENCO lead the monitoring and evaluation programme which includes ensuring that staff review pupil targets each term. In addition, the SENCO and Asst SENCO undertake termly analysis of data for SEND pupils which is shared with the Senior Leadership Team, School Improvement Partner and Governing body.

The SENCO, Asst SENCO and the Headteacher hold regular meetings to review the work of the school in this area and the SEND Annual Action Plan, which is part of the School Improvement Plan is reviewed on a termly basis and is shared with Governors.

The SENCO, Asst SENCO and the named governor with responsibility for special needs also hold meetings to carry out monitoring and evaluation.

The governing body reviews this policy once every 3 years or when there is any significant change to the SEND Code of Practice (updated 2015), and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

### **Other Relevant Information**

Other relevant policies:

- Behaviour and discipline
- Equal Opportunities
- Racial Equality
- Child Protection
- Educational Visits and Activities
- English as an additional language

Special Needs Co-ordinator: Mrs C Bannister

Special Needs Assistant Coordinator: Mrs V Bryan

SEN link Governor: Mrs A Hopkins

Policy reviewed: December 2021

Policy ratified by Governors: 18.01.2022