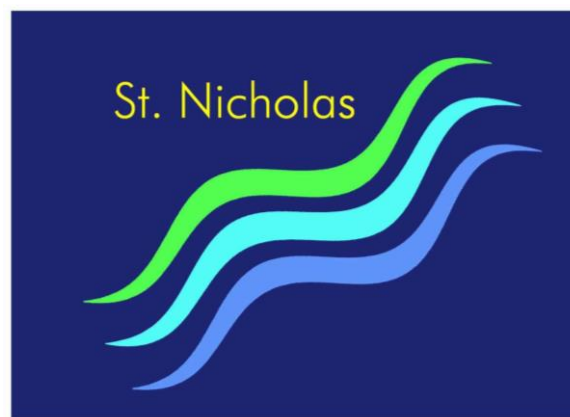


# SEND Policy and Information Report

## St Nicholas CE Primary School



**Approved by:** St Nicholas CE Primary School  
Governing Body

**Date:** 25<sup>th</sup> April 2018

**Last reviewed on:** 25<sup>th</sup> April 2018

**Next review due by:** April 2019

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At St Nicholas CE Primary School the principles for inclusion are identified as:

- Every teacher is a teacher of every pupil including those with SEN;
- Including all members of the school community;
- Providing Quality First Teaching and setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning, assessment and social interaction for individuals and groups of pupils;
- Working in collaboration with adults, pupils and agencies who work within or contribute to the life of the school;
- In all actions, the pupil's best interests come first.

At St Nicholas CE Primary School we aim to:

- Identify and assess pupils within the school with special educational, or additional needs, as soon as possible in order to implement individual learning programmes and interventions.
- Provide a broad and developmentally appropriate curriculum which is differentiated appropriately and closely matched to every pupil's needs.
- Set appropriate targets for all pupils.
- Monitor and track the progress of pupils within specific groups through National Curriculum results, teacher assessments and other tests, and provide appropriate provision, monitoring the effectiveness of such.
- Provide a positive environment where every pupil is helped and encouraged through difficulties and praised when they do well; where every pupil is encouraged to develop self-esteem and confidence in his / her ability as a learner and celebrate the diversity of individual's achievements within our school.
- Fully involve parents/carers in all discussions and decisions concerning their child, and involve them and the pupil in the planning and review process for special educational needs.
- Work together with parents/carers, relevant school staff and outside agencies to provide the best support for our pupils.
- Encourage our pupils to be independent learners and enable them to transfer smoothly to secondary school.
- Ensure that the building and equipment are suitable for all of our pupils and to make any reasonable alterations when new pupils are admitted, subject to additional finance.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEN information report

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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.

### 4. Roles and responsibilities

#### 4.1 The SENCO

The SENCO is Helen Crossen. She is a member of the Senior Leadership Team and works all day Tuesday, Wednesday and Thursday. Contact her via the school office.

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC (Education Health Care) plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Disseminating good practice in SEND across the school
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with previous providers and potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- To liaise with the Deputy Head and all Teachers through Pupil Progress Meetings to implement, monitor and measure the impact of agreed intervention strategies/programmes to support pupils with SEND.

#### 4.2 The SEND governor

The SEND governor is Emma Clarke. She can be contacted via the school office.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### 4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Providing quality first teaching, which is differentiated, to match pupils' needs
- To identify more able, gifted and talented pupils and any pupils with special educational needs within class and to initiate additional SEND support where necessary.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- **Cognition and learning**, for example, dyslexia, dyspraxia,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), children who are withdrawn or have challenging behaviour due to underlying causes such as Attachment Disorders.
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- **Moderate/severe/profound and multiple learning difficulties**

### 5.2 Identifying pupils with SEND and assessing their needs

Early identification of pupils with additional or special needs is crucial. We encourage parents/carers of new pupils to discuss their child's needs with the SENCO. Our Early Years team visit children at home and this is an opportunity for parents/carers to flag up concerns that may require additional support in school. The SENCO also visits children with identified SEND in their nursery setting and liaises with nursery staff.

We carefully monitor and track pupil progress and have regular 'Pupil Progress Meetings' with teachers to discuss pupil progress, group and individual provision. From these meetings, intervention groups are set up and intervention timetables created. If a teacher has raised concerns about a pupil he / she will meet with parents/carers and place the pupil on 'Monitoring'. The class teacher ensures that the needs of the pupils on monitoring stage are met through high quality first teaching, differentiation of the curriculum and appropriate intervention groups.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents/carers**

Our SEND Information Report, which provides a guide to parents/carers on the types of support available for their child at St Nicholas, is reviewed annually and published on our school website <http://www.stnicholasprimaryradstock.co.uk>

Parents/carers of pupils with SEND are invited to regular Person Centered Review meetings to review the progress of their child and set new targets.

Any parent/carers with SEND concerns about their child can make an appointment to discuss these with the SENCO through our 'open door' policy.

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a pupil will receive SEND support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

At St Nicholas transition between schools and phases is carefully managed. We liaise with Early Years Settings to ensure any families, with a pupil with SEND transitioning to our school, are well supported. This will include transition meetings, extra visits and gathering information about what works best for the child. This process would also apply to any older child with SEND transferring to our school.

Likewise with pupils transferring from St Nicholas to other schools, a smooth transition is ensured by meeting and sharing information with the receiving school. The pupil will make extra visits and have the opportunity to find out as much information as possible. Pupils are fully involved in this process.

We appreciate that for many pupils with SEND, transfer from year group to year group can be traumatic. We provide the children with a booklet to take home in the holidays with photographs of new staff and new arrangements. We provide plenty of opportunities for children to meet new staff and visit new classrooms in the summer term.

## **5.6 Our approach to teaching pupils with SEND**

If a pupil has significant difficulties and is falling behind peers despite Quality First Teaching it may be appropriate to support the pupil through Additional Intervention Support. The class teacher and parents/carers, in conjunction with input from the TA (Teaching Assistant) and SENCO, plans a detailed SEND Support Plan for pupils. Review meetings with parents/carers are held termly, with the class teacher. At this meeting the SEND Support Plan is discussed and appropriate changes are agreed using a person centered approach. Pupils are involved in their learning, they are asked for their views and targets are discussed with them.

If progress is not accelerated and the pupil falls further behind, the school will access support from outside agencies. At this stage it may be appropriate to apply for an Education Health and Care Plan through the Local Authority's Statutory Assessment Service.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Additional Intervention Support may include:

- Small group or individual support out of class, where appropriate.
- Differentiated classwork
- Alternative resources to support the pupil e.g. A sloping desk, visual aids, ICT access etc
- Advice from outside agencies, where appropriate
- Nurture Support
- Communication Interventions such as Lego Therapy, 'Black Cat' or 'Socially Speaking'
- RAPID Reading, Phonics, Writing or Maths
- Self-Esteem groups such as 'Think Good, Feel Good'
- Spelling interventions such as 'Violet Brand'
- Reading Interventions such as 'Dandelion Readers' or Nesy.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

St Nicholas C of E School provides excellent access for pupils with physical needs, including wheelchairs. We have a hygiene room and disabled toilet facilities. We have a separate group teaching room for small groups. We can provide modified ICT equipment and use forms of Additional Communication.

## **5.8 Additional support for learning**

Our Year Group TAs support all pupils in class, at the direction of the teacher. They also work with pupils or individual pupils on specific targets in intervention groups. The effectiveness of these groups are monitored regularly by the SENCO and Deputy Headteacher.

Our one to one SEND TAs work with individual pupils who have an Education Health and Care Plan. They often work with small groups, supporting their SEND Pupil within the group and will swap roles with other TAs, to allow the child the opportunity to work with a variety of adults.

## **5.9 Expertise and training of staff**

Our SENCO, Helen Crossen, has 6 years experience in this role. She has achieved the National Award for SEND Co-ordination and has worked as a teacher across the primary age range for 14 years.

She is not classroom based and works 3 days a week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

To ensure our staff have the necessary skills and knowledge to support pupils appropriately, there is a programme of ongoing training in school.

## **5.10 Securing equipment and facilities**

If a pupil with SEND at St Nicholas requires specialist equipment or facilities, we have been successful at receiving funding for this through applications to BANES. Each application would be looked at on an individual basis.

## **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term during SEND Support Plan meetings
- Reviewing the impact of interventions termly during Pupil Progress Meetings
- Tracking the progress of pupils during an intervention by monitoring their data at the beginning of an intervention and the end of the intervention.
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

- All of our extra-curricular activities and school visits are available to all our pupils, including all of our after-school clubs.
- All pupils are encouraged to go on our residential trip to Beam House.
- All pupils are encouraged to take part in sports events/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

## **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council, eco council or equalities team
- Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships etc.
- Teachers and TAs run intervention groups to support social and emotional development
- We measure the progress of pupils social and emotional development through the use of the Boxall Profile, THRIVE assessments and the AET Progression Framework. If we feel a pupil is not making expected progress, we will refer to outside agencies for further advice. We work very closely with these outside agencies.

We have a zero tolerance approach to bullying.

## **5.14 Working with other agencies**

We work closely with all other agencies, social care, medical professionals and the local authority. We recognise the value of a multi-agency approach and will take a lead on this.



We work with the following agencies to provide support for pupils with SEND:

- Occupational Therapy (NHS)
- Educational Psychologist (Nigel Harrison from Quest Education)
- Speech and Language Therapy (Lizzie Fox from C and D Speech Therapy)
- Speech and Language Therapy (Clinic and Specialist Speech and Language Therapy, NHS)
- ASD Support Service (Fosseway)
- Consultant Paediatrician
- School Nurse Service
- GP's
- CAMHS
- Brighter Futures (Three Ways)
- Physiotherapists
- Social Services
- Behaviour Support (Fosseway)
- Sensory Support Service
- Mentoring Plus
- Southside
- Connecting Families
- Virtual Schools

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the Class Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents/carers of pupils with SEN.**

Details of support services available to parents/carers can be found on

[www.rainbowresources.org.uk](http://www.rainbowresources.org.uk)

The SEND Parent Partnership Service are available through Bath and North East Somerset to support parents/carers of pupils with SEND. They can be contacted on:

Helpline 01225 394382 available Monday to Thursday 10.00am to 3.00pm, term time only. There is an answerphone outside of these hours.

Email: [send\\_partnershipservice@bathnes.gov.uk](mailto:send_partnershipservice@bathnes.gov.uk)

Text: 07530 263 401

### **5.17 Contact details for raising concerns**

If you have any concerns contact Mrs Nicola Smith (Head Teacher), Mrs Helen Crossen (SENCO) or Mrs Emma Clarke (SEND Governor) through the school office on 01761 432101.

### **5.18 The local authority local offer**

Our local authority's local offer is published here: <http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Helen Crossen (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

## **8. Review**

This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

Date when policy was last reviewed: April 2018

Date when next review is due: April 2019

Signed: