

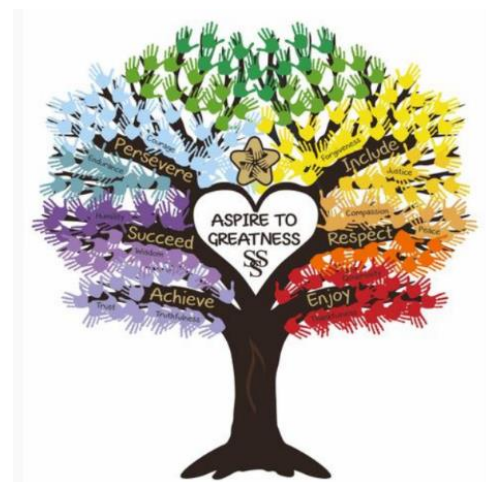
St Stephen's CE Primary School



SEN Policy

'For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.' Ephesians 2 v 10

Ephesians 2:10



Updated Jan 2023



St. Stephen's C.E. Primary School

SEND Policy

1 Introduction

1.1 Scope

This policy concerns the procedures and responsibilities relating to Special Educational Needs and Disability (SEND) at St. Stephen's C. of E. School, Broadgate, Preston, Lancashire. It outlines our philosophy and ethos in relation to every child's right to fully access the curriculum and fulfil their potential. The policy describes how St. Stephen's School fulfils its statutory obligations relating to SEND and where group and individual responsibilities lie in relation to these obligations. Other School policies address issues of Child Protection, Medical Needs, School Access, Equality, Protection against Discrimination, and Health and Safety. SEND issues that relate to school staff and their conditions of employment are also covered in other policy documents: this policy is concerned with SEND in relation to learners.

1.2 Categories of SEND

Special Educational Needs and Disability could mean that a person has difficulties with one or more of the following four categories:

- a) **Communication and interaction** - in expressing themselves or understanding what others are saying or mean. This includes verbal and non-verbal communication.
- b) **Cognition and learning** - in developing an understanding of, or abilities in, essential learning skills such as reading, writing, and numeracy.
- c) **Social, emotional or mental health difficulties** - making friends or relating to adults or behaving appropriately in different situations.
- d) **Sensory and/or physical** - such as hearing or visual impairment, which might affect them in school, or a medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education. This includes physical or mobility issues that may present obstacles to accessing the curriculum.

2 Policy Objectives

In order for children with Special Educational Needs and Disabilities (SEND) to achieve their full potential and make progress at St. Stephen's we will:

- a) **Identify** the needs of pupils as early as possible, and monitor their progress.
- b) Ensure that the curriculum and the wider life of school is **accessible** to SEND pupils.

- c) Build **partnerships** with parents, carers and external agencies to support pupil's needs.
- d) Treat SEND pupils and their families with dignity and **respect**.
- e) Use a graduated response to meeting pupils' needs.

The objective of this policy is to explain how this will be achieved in practice at St. Stephen's.

3 Roles and Responsibilities

3.1 Governing Body

The Governing Body have a legal duty under the Children and Families Act 2014 in relation to SEND pupils. At St. Stephen's, the Governing Body have nominated an individual Governor to liaise with members of staff to observe and report on matters of SEND provision.

Head Teacher

The Head Teacher is the school's "responsible person" and manages the School's Special educational needs provision. The Head Teacher will keep the Governing Body informed about how the school is fulfilling its statutory obligations relating to Special Educational Needs and Disability.

3.2 SEND Co-ordinator (SENDCo)

The Special Educational Needs and Disability Coordinator (SENDCo) is responsible for the day-to-day organisation and implementation of supporting individual SEND pupils. This includes:

- a) Developing and communicating SEND policy to all staff involved in teaching and supporting the learning of SEND pupils.
- b) Making arrangements for assessing SEND needs.
- c) Working with staff to ensure that SEND pupils are supported and making progress.
- d) Reporting on individual SEND pupil progress to parents, carers and outside agencies.
- e) Reporting on overall SEND provision and cohort progress to the Head Teacher and Governing Body.
- f) Liaising with other schools to ensure the exchange of information about SEND pupils who are transitioning in or out of St. Stephen's.
- g) Managing and allocating school SEND resources.
- h) Monitoring SEND legislation and good practice to inform SEND provision at St. Stephen's.

3.3 Teaching Staff

Class teachers are responsible for the day-to-day support of SEND pupil learning and achievement. This will involve:

- a) Identify pupils who may have SEND needs, and reporting these to the SENDCo.
- b) Developing Personalised Learning Plans for SEND pupils.
- c) Adapting lessons and teaching materials in order to remove barriers to learning.
- d) Managing support staff to support SEND pupils in the classroom.
- e) Reporting on individual SEND pupil progress to the SENDCo.

3.4 Support Staff

Support Staff are responsible for working directly with SEND pupils under the direction of the class teacher, Learning Mentor and the SENDCo. This will involve:

- a) Identifying pupils who may have SEND needs, and reporting these to the class teacher.
- b) Liaising with the class teacher to develop Personalised Learning Plans for SEND pupils.
- c) Directly supporting SEND pupils during learning activities under the direction of the class teacher.
- d) Reporting on individual SEND pupil progress to the class teacher.

3.5 Parents and Carers

At St. Stephen's, parents and carers are vital partners in the development and progress of their children. Parents and carers will be fully informed of any SEND policies and provision which involve their child. This may involve:

- a) Meeting with the class teacher and/or SENDCo to discuss the assessment of SEND needs.
- b) Meeting with the class teacher and/or SENDCo to discuss their child's progress.
- c) Meeting with the class teacher and/or SENDCo to discuss and endorse their child's Personalised Learning Plan.
- d) Notifying school of any changes in their child's SEND needs.

4 Admissions

Pupils with special educational needs will be admitted to St Stephen's in accordance with the school's Admissions Policy. Once the school is alerted to the fact that a child may have SEND needs, we will endeavour to collect and act upon all relevant SEND information.

5 Access for Learners with Disabilities.

The School recognises its responsibilities under the Equality Act 2010 to make reasonable adjustments and to provide auxiliary aids and services for disabled learners. Measures for addressing these responsibilities are explained in the School Accessibility Plan.

6 Resources

The Governing Body of St. Stephens' will ensure that the needs of pupils are met by appointing a SENDCo. The Head Teacher and SENDCo will match resources appropriately to the areas of pupil need with reference to: the Educational Health Care (EHC) Plans; the LEA banding document; and any other relevant assessment and tracking evidence. The governors will ensure that Teaching Assistants are employed to assist Teaching staff to support SEND pupils. Liaison time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

School funds will be set aside to develop adaptive resources in curriculum areas. In addition, all staff will undertake relevant training in order to keep up-to-date about SEND issues. Where necessary, external expertise will be secured from outside agencies in order to assess and support SEND needs.

7 Procedures

7.1 Identification and Assessment of SEN Needs

7.1.1 Entry

If upon entry, a child is already on the Special Educational Needs Register at the Nursery they have been attending, a transition meeting will be held between Nursery staff and the SENDCo. During and following the meeting, discussion will take place about how best to meet the child's needs.

If a pupil is on the Special Educational Needs Register at the school they have been attending, the SENDCO will make contact with the previous school for details, and files will be sent from the previous school to St Stephen's.

7.1.2 Parent Referral

If, upon entry, a parent identifies a need which has not been previously recorded at Nursery or at a previous school, the class teacher will follow the 'Teacher Referral' steps below.

7.1.3 Teacher Referral

If a teacher has a concern about a child, they will discuss this with the SENDCo. Quality first teaching will be employed to support the pupil and the teacher will discuss this with parents also. A graduated response to identifying and supporting pupils is then observed, in accordance with the latest SEND Code of Practice: the steps of this approach are described in Section 7.3.

The class teacher will initially monitor the child and address any concerns which they may have about the child.

If the concerns continue, there will be further discussion between the SENDCo and the class teacher and the parents.

A child may need an intervention on a one-to-one basis or in a small group to support their learning. If an intervention is decided upon, an Individual Education Plan will be created, which will identify and audit the additional support they are receiving.

Please see Appendix 3 for the graduated response to the identification of SEND.

7.2 SEN Register

The Special Educational Needs Register, or SEN Register, is a confidential, central record of all the children in the school that require teaching or support that is additional to, or different from, other children in the same year group. The register is maintained by the SENDCo.

The class teacher and/or SENDCo will meet with the child's parents to discuss with them the child being placed on the SEN Register. The decision to place a child on the SEN Register will be made with reference to previous assessment results, success of interventions and further assessments if appropriate.

If a child is to be placed on the SEN Register, an Individual Education Plan will be created. This records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The child will also complete a One page profile with the class teacher or TA to ensure new staff or cover staff are aware of the child's needs and how best to meet them.

7.3 Supporting SEND needs

SEND pupils will be supported by one or more of the measures below.

7.3.1 Quality First Teaching

The initial measures that will be taken in order to address the SEND needs of any child will be taken by the class teacher. The teacher will use their professional judgement to adapt or adjust the planned lesson so that the learning objectives can be achieved by children with specific SEND needs. This will be provided through adapted feedback, marking, planning, differentiation and the learning environment. Intervention schemes

When progress tracking identifies that differentiation will not be sufficient for children with SEND needs to access the learning objectives of the class, then additional learning activities will be planned and delivered. These often take the form of regular small group work that utilise specialist teaching materials.

7.3.2 Adapted Learning materials

Where a child has a sensory or physical disability which makes typical learning materials inaccessible, the class teacher will endeavour to adapt these materials. For example, children with visual impairments may benefit from larger print.

7.3.3 Individual Education Plan

An Individual Education Plan (IEP) is a summary of the short-term outcomes and additional support that have been planned for children with SEND needs. These are written by the class teacher in liaison with Teaching Assistants and the SENDCo. Each Individual Education Plan will be shared with parents or carers for their input. Each child will also be able to contribute their own ideas about necessary support to the plan. These will be reviewed termly to determine if progress towards outcomes has been successful, they will also be shared with parents/carers.

A new plan will be created each term to identify new targets and support measures.
(see Appendix 1 for IEP format)

7.3.4 One-to-one support

If all other intervention measures are deemed to be ineffective, then one to one support will be considered. This might include:

- a) Occasional withdrawal from class to work on discrete tasks with a Teacher or Teaching Assistant.
- b) In class support from a Teaching Assistant who will work alongside the child providing any necessary encouragement, guidance and additional instruction to enable the child to engage in classroom activities. All adults will encourage and support the pupil to become as independent in their learning as possible. This support may take place only for some curriculum subjects or lessons. Alternately, this support may be provided for the whole school day.

7.4 Review of SEN Needs

The attainment and progress of pupils with special educational needs at St Stephen's will be monitored by Class Teachers and the Assessment Coordinator, and these staff will keep the SENDCo informed of progress.

School staff may assess pupils with SEND using PIVATS and for Early Years pupils, The Early Years Progression SEND document. Targets for next steps learning will be taken from these assessments. For pupils with SEMH needs we use PIVATS PSED to assess the issues a child may be experiencing. Each term, the outcomes set out in the Individual Education Plan will be reviewed and adjusted as required. If insufficient progress is made, the Class Teacher and SENDCo will reconsider the type of support needed by the child as listed in section 7.3. If a pupil makes good or accelerated progress and is working at age related expectations across a period of three consecutive terms, the SENDCo and Class Teacher will decide if the child should remain on the SEND Register or whether they can now be removed from the register.

An annual review, or bi annual in the case of pupils under 5, will be held for the Education Health and Care Plan of each pupil who has one. This usually involves the professionals working with the pupil and their family as well as family members, class teachers and the pupil. At St Stephen's we carry out person centered reviews to ensure that the pupil and their family are fully involved.

7.5 Transition

As children with SEND needs proceed through their school life, there will be periods of transition between classes, Key Stages, and between schools. St. Stephen's will ensure that adequate information about SEND needs and pupil progress is transferred to the new Class Teacher or new school.

7.5.1 Transition within School

At the end of each school year the Class Teacher will ensure that all relevant information is passed on to the new Class Teacher. Meetings will be held to discuss what support has been in place, and how support may need to be adjusted as the curriculum advances. To lessen any anxieties that children may have Transition days: this will be a period spent in their new classroom with their new Class Teacher. Extra visits to the new class by the child can be arranged.

7.5.2 Transition between Schools

For incoming pupils, the steps listed in section 7.1.1 will be followed. When a child with SEND needs leaves before the end of Key Stage 2 (for example, if the family move to another area) the SENDCo of the new school will be contacted and information about support and progress will be exchanged.

When a child with SEND needs leaves at the end of Key Stage 2 (the end of Primary School) and enters Key Stage 3 at a Secondary School, the SENDCo of the new school will be contacted and information about support and progress will be exchanged. Additionally, if the child has an Educational and Health Care plan (EHC), the St. Stephens' SENDCo will organise a meeting with the SENDCo at the new School. Parents will be invited to this meeting.

8 Curriculum and Assessment of Learning

At St Stephen's we believe that all children should have access to a broad and balanced curriculum. We ensure that all children have access to core subjects including Literacy, Mathematics, Religious Education, and Physical Education. The Class Teachers and subject leaders are responsible for determining what the current statutory curriculum is, what topics should be covered in class, and which learning objectives should be delivered to the pupils. To ensure that pupils with SEND needs have full access to this curriculum, adaptations and resources will be identified to support those pupils with SEND.

Teachers set high expectations for every child, whatever their prior attainment. Class Teachers will regularly assess pupils' attainment, and this will be used to set progressive and ambitious targets for future attainment. Pupils may be assessed using PIVATS to focus upon small steps of teaching, learning and progress.

Should a pupils' SEND needs require it for Yr 2 and Yr 6 SATs, the regulations concerning access arrangements will be followed. For example a child may have access to an adult to scribe for them in their SATs if that is their normal way of working in class.

8 Access to the Full Life of the School

All children at St Stephen's have the right to access all forms of enrichment beyond the statutory curriculum. All of the available forms of support that may be used in class will be put into place when pupils with SEND needs engage in extra-curricular activities, including Homework Club, day-trips, and residential trips.

9 Staff Training

At St Stephen's the governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head and/or SENDCo.

- a) The SENDCo and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENDCo will develop their skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.
- b) The Literacy, Numeracy and Assessment coordinators will update their knowledge of Special Needs by attending training specific to their subject areas according to the needs of the School Improvement Plan.
- c) Other teaching staff will be kept up to date informally by the Head/SENDCo and formally at staff meetings and training.
- d) Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by regular training when an area of need is identified and through meetings.

10 Complaints

At St Stephen's we aim to provide the best care, provision and educational standards. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the Class Teacher.

If the concern continues, then the SENDCo and class teacher will meet with the parent or carer to address the issue and decide on an appropriate course of action that all parties are satisfied with. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the Chair of Governors.

11 Links

Including outside agencies and health services. The SENDCO has access to several different services to support pupils. The SENDCO can refer pupils into these services, including, Speech and Language, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS) and Visual or Hearing Impairment services. The SENDCO also has access to Educational Psychologist cluster meetings where pupils' needs can be discussed and strategies given to be implemented at school.

12 Confidentiality and Data Protection

All information relating to SEND status, provision and attainment is maintained in accordance with the School's Data Protection policies. Any enquiries relating to personal data should be addressed to the Head Teacher.

13 Policy Evaluation and Review

This policy was produced by the SENDCo, and was approved by the Board of School Governors. The date on which this policy was approved was:

The date on which this policy will be reviewed is: January 2024

14 SEND Acronyms

ADD/ADHD	Attention Deficit Disorder/Attention Deficit with Hyperactivity.
AEN	Additional Educational Needs
ASD/ASC	Autistic Spectrum Disorder/Autistic Spectrum Condition
AWPU	Age Weighted Pupil Unit
BESD	Behaviour, Emotional and Social Difficulties
BSL	British Sign Language
CAF	Common Assessment Framework
CLA	Children Looked After
CRE	Commission for Racial Equality
CPD	Continuing Professional Development
DDA	Disability Discrimination Act
DES	Disability Equality Scheme
EAL	English as an Additional Language
EHCP	Educational Health Care Plan
EP	Educational Psychologist
EPM	Education Provision Map (for CLA)
FTE	Full Time Equivalent
G & T	Gifted and Talented
GLD	Generic Learning Difficulties
GRT	Gypsy Roma Traveller
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
IDP	Inclusion Development Programme
IDSS	Inclusion and Disability Support Services (Now changed to SEND Services)
IEP	Individual Education Plan
ILP	Individual Learning Plan
LDD	Learning Difficulties and Disabilities
LM	Learning Mentor
LSA	Learning Support Assistant
LSIP	Lancashire School Information Profile
MLD	Moderate Learning Difficulties
OT	Occupational Therapist
NASEN	National Association for Special Educational Needs
PASS	Pupil Attitudes to Self and School
PECs	Picture Exchange Communication System
PIVATS	Performance Indicators Value Added Target Setting

PLASC	Pupil Level Annual School Census
PLP	Personal Learning Plan
PMLD	Profound and Multiple Learning Difficulties
PRU	Pupil Referral Unit
RPI	Restrictive Physical Intervention
SENDIASS	Information Advice and Support Service (previously Parent Partnership Service)
PSP	Personal Support Plan
RAISE	Reporting and Analysis for Improvement through School Self-Evaluation
S & L	Speech and Language
SEAL	Social and Emotional Aspects of Learning
SEMH	Social, Emotional, Mental Health Difficulties
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDA	Special Educational Needs and Disabilities Act
SENDCo	Special Educational Needs and Disabilities Coordinator
SENDIST	Special Educational Needs and Disabilities Tribunal
SCLN	Speech Communication and Language Needs
SpLD	Specific Learning Difficulties
TAF	Team Around the Family
VI	Visual Impairment

Appendix 1 Blank Individual Education Plan

St. Stephen's C E Primary School IEP for:

NAME	DATE OF BIRTH	YEAR	CLASS TEACHER(S)	TEACHING ASSISTANT(S)	STAGE:
Areas of SEND: (please highlight)	Communication & Interaction		Cognition & Learning	Social, emotional and mental health difficulties	EHCP/SEN Support
Sensory and/or physical					

Start of this plan: _____ **This Plan will be reviewed:** _____ **by Class Teacher, TA, Pupil and Parent**

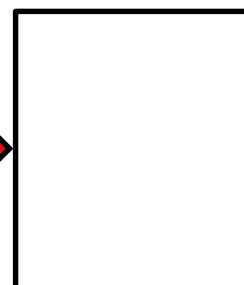
ASSESS	PLAN	DO	REVIEW
Assessment of need Brief summary of what child can do and the specific point of difficulty	Target/ specific learning objectives (What exactly is it that any support provided should <i>enable</i> the child to do that they can't currently do?)	Strategies- Who is doing what, how frequently? Resources – What will be used? Success Criteria?	Evaluation of progress against target and next steps

Appendix 2 One Page Profile

Name:

Class:.....

Date of Birth.....



Things I am good at:

Things I need help with:

Things I like:

People who matter to me:

Ways I learn best:

Things people should know about me:

Appendix 3

SEN Graduated Response—Identification of SEN

