

St Andrews C of E Primary School



SEN Policy and Information Report

Autumn 2018

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St Andrews C of E Primary School, is a mainstream school without any specialist units. We cater for pupils from Nursery to Year 6. Our Christian values uphold our beliefs that every child and family member matter and have the right to inclusion. Quality first teaching is at the heart of our delivery of education and that is vital for all children to ensure our pupils' future achievements. However, some pupils need additional or different input for them to make good progress from their starting point. At St Andrews we are dedicated to creating an inclusive environment that will enable all that work or study here to achieve their full potential.

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

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, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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

Mrs Marion Calder (Assistant Head and Inclusion Manager) senco@standrewsuxbridge.org.uk.

They will:

- Work with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- 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 potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher 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 SEN up to date

4.2 The SEN governor

The SEN governor will:

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

4.3 The Head Teacher

The Head Teacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 SEN policy

5. SEN information report

5.1 The kinds of SEN 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, mild learning difficulties,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), low self-esteem, grief or loss,
- Sensory and/or physical needs, for example, processing difficulties, mild hearing loss, sensory overload,

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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 SEN.

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. 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 through reasonable adjustments.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil (when appropriate) and their parents 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' 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.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will 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
- The pupils 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
- 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 moving on to new settings

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will agree on an action plan for individuals dependent on the individual student's needs.

These may include:

- Transition visits to new setting
- Preparation for change lessons included in end of year PSHE planning
- Sharing pupil's achievements and current levels of learning where appropriate
- End of year reports final assessment data,
- Sharing knowledge of pupils learning strategies and support requirements, Pupils Profiles, Parents views
- Visits from the receiving school teaching staff

5.6 Our approach to teaching pupils with SEN

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

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

If suitable for the pupil we will provide interventions tailored to their specific needs, this may include advice and guidance from out of school specialists such as a speech and language therapist, occupational therapist

- 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.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by their teacher; in order to gauge their level of learning and possible difficulties.
- 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.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed 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.
- The child is recorded by the school as being a cause for concern which may be identified by parent or teacher. This does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- Parents' evenings are used to monitor and assess the progress being made by children. Teachers will provide individualized targets for SEN pupils. Parents or teachers may request a meeting to discuss how these are going to be implemented. The class teacher will let you know how well your child is doing in meeting their individual targets at parents evening.
- Parents are encouraged to meet with the class teacher to discuss their child's needs as they are responsible for the progress of pupils in their class; the SENCO would also be invited to these meetings.

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, individualized support, teaching style, content of the lesson, reasonable changes to the learning environment etc.
- Adapting or making reasonable changes to resources and staffing

- Using recommended aids, such as 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.

5.8 Additional support for learning

We have a small team Learning Support Teaching assistants (LSA) who under instruction from the class teachers deliver interventions and support for those pupils identified as SEN.

This may be:

- support pupils on a 1:1 basis inside or outside the classroom
- pupils in small groups either within the classroom or outside of the classroom

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

- Hillingdon's SALT
- Hillingdon's SEND Inclusion Team
- Hillingdon's Early Years Education Team
- Hillingdon's Health departments for example Occupational Therapy, Physio Therapy
- Hillingdon's School Nurses
- Hillingdon's Sensory Intervention Team (Visual impairment Specialists)
- Hillingdon's Educational Psychologist and Early Intervention & SEND

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing termly the impact of interventions on pupil progress
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

All our extra-curricular activities and school visits are available to all our pupils. After school clubs run by outside providers are expected to be contacted directly by the parents. But, we will support the provider and parents by offering advice and support where possible and within the capacity of reasonable adjustments.

All pupils are encouraged to go on excursions and outings arranged by the school

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN 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:

Our commitment to inclusion is demonstrated through:

- Pupils with SEN are included in all areas of school life by way of adult support or making reasonable adjustments to provision
- Pupils with SEN are enabled to take an active part in extracurricular school activities examples of this are fundraising, sports activities, house captains, school council, Junior Road Safety Officers.

We provide emotional support through a variety of pastoral interventions; delivered by LSAs and our welfare support staff.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

As a mainstream school setting without a specific special needs unit; we understand that we will not always have the knowledge or understanding of how to support a child emotionally or academically. At these times we seek support from outside agencies who can offer training or expertise. This support we use to inform and guide us in our commitment to inclusion.

5.15 Contact details of support services for parents of pupils with SEN

Confidential, Impartial support and advice for parents, carers, children and young people (up to 25 years) in relation to Special Educational Needs and Disabilities can be obtained by contacting Hillingdon SENDIASS.

Address: 4E/08, Civic Centre, Uxbridge, UB8 1UW Telephone: 01895 277 001

5.16 The local authority local offer

Our local authority's local offer is published here:

<http://children.connecttosupporthillingdon.org/s4s/WhereILive/Council?pagelid=3580&lockLA=True>

5.17 Supporting pupils with additional physical needs or disabilities

St Andrew's vision for its disabled pupils is based upon its wider commitment to equal opportunities-- that every child matters – and therefore all children are made welcome irrespective of race, creed or impairment. The school believes that:

- Every child has a fundamental right to education, and must be given the opportunity to achieve
- Every child has unique characteristics, interests, abilities and learning needs
- Children with Learning Difficulties and or Disabilities must have access to education which should accommodate them within a child-centred pedagogy capable of meeting these needs
- Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. (*Salamanca Statement*)

St Andrew's School is keen to take a proactive approach towards disability equality, ensuring that consideration of its disabled members is embedded in all decision-making and activities. Our vision for its community is that:

- Disabled members will be free from discrimination and harassment
- There will be equality of opportunity between those who are disabled and those who are not.
- Positive attitudes towards disabled pupils, parents and staff will be promoted.
- The needs of disabled members will be met, and where necessary, steps will be taken if more favourable treatment is required.

This vision will be key to the school's plans to close any gaps left from past decision-making, in order to achieve positive outcomes for current and future disabled members of the school community.

5.18 Access Arrangements

It is our commitment to ensure that St. Andrew's school is accessible to all pupils and that reasonable adjustment is made to spaces, facilities, entrances, pathways, classrooms and shared areas according to the needs of the children. Admissions arrangements for disabled pupils are the same as for non-disabled pupils and can be found in the Admissions Policy. Children with SEND are encouraged to participate in a range of extracurricular activities and reasonable adjustments will be made if needed to support them.

6. Monitoring arrangements

This policy and information report will be reviewed by the Senior Leadership Team every year. It will also be updated if any changes to the information are made during the year. All Curriculum policies make explicit reference to SEND pupils and therefore the curriculum is designed to be accessed by all pupils. This is monitored annually by subject leaders and by SLT.

It will be approved by the governing board and published on the school Website.

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