

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

FOR

ST.ANDREW'S COF E PRIMARY SCHOOL / FEERING COFE  
PRIMARY SCHOOL (ASAT)



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This Policy was formally adopted by the All Saints Academy Trust on :

Date: 28.11.23...

Signed: .....



## Aim

Our Trust values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning. We aim to provide a balanced and broadly based curriculum for all. We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome any difficulties and challenges they face.

The SEN Code of Practice 2015 makes it clear that all teachers are teachers of pupils with special educational needs.

Whilst many factors contribute to the range of challenges experienced by some children, we believe that much can be done to meet them by parents, teachers and pupils working together.

## Definition of Special Educational Needs

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) and the Essex County Council SEND Policy 2023.

*'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 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 post 16 institutions'*  
[COP - p 15 – 16 xiii, xiv]

*'For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind'. [COP - p16 xv]*

*'A child under compulsory school age has SEND if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory schools age or would do so*

*if special educational provision was not made for them. (Section 20 Children and Families Act 2014)'. [COP - p16 xvi]*

Our trust will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified before SEN provision is being made for their child.

Special Educational Needs can be defined as Social, Emotional and Mental Health (SEMH), Physical and Sensory Impairments, Communication and Interaction and Cognition and Learning.

Essex County Council outline the targeted support in each of these areas in The Ordinarily Available document (September 2023). The expected provision is listed and detailed within this document.

## Disabled Children and Young People

*Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.*

*This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.*

*This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. [COP - p16 xviii]*

*The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:*

- *They must not directly or indirectly discriminate against, harass or victimise disabled children and young people*

*They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage [COP - p16 – 17 xix]*



## Principals and Objectives of this Policy

It is our responsibility as a school:

- To ensure the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (January 2015) is implemented effectively.
- To ensure that the pupils needs are met through the Essex County Council 'Ordinarily Available' Framework 2023
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.
- To support behaviour and wellbeing through the 'Thrive Approach' (additional information is provided on the school website) promoting inclusive values, a supportive school culture and ethos, providing warm, accepting climates, fostering positive behaviour and emotional well-being. This is inline with the Ordinarily Available framework.
- To identify needs and provide support as early as possible, using the Essex Provision Guidance Toolkit to inform judgements so that support provided has clarity and consistency.
- To continually monitor the progress of all children through the graduated approach of Assess, Plan, Do, Review.
- To provide full access to the curriculum through differentiated planning by class teachers, with support from the SENDCo and support staff. (Except where disapplication, arising from an Education, Health and Care Plan occurs)
- To ensure that, in addition to Quality First Teaching (QFT) [this is also known as High Quality Teaching (HQT) in the Essex Provision Guidance Toolkit], we will provide specific interventions matched to individual needs, for those children identified on the SEND Register.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us having reached or exceeded their potential in the basic skills of English, Maths, social skills and independence in order that they are able to meet the demands of their next school placement and adulthood.
- To involve parents/carers at every stage of the process to meet their child's SEND.
- To involve the children themselves in planning and in any decision making that affects them.
- To work with the governing body to enable them to fulfil their statutory monitoring role regarding the policy statement for SEND.

## Inclusion

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. It also takes account of the SEN and Disability Act (2001). The Trust Board will ensure that appropriate provision will be made for all pupils with SEN. Please note that more able children, and those with specific learning difficulties (for example dyslexia), are included throughout this policy.

## Personnel Responsible for Special Needs

Mrs Katie Glegg is the named Special Educational Needs and Disabilities Co-ordinator (SENDCo). She is a qualified teacher and holds the National Award in Special Needs Co-ordination, a requirement of the post holder. She currently works three days, with two contact days in school a week and can be contacted through the school office.

Miss Lizzie Allen is the Trustee with responsibility for special educational needs. Mrs Rachel Hunter (St Andrews) and Mrs Helen Phillips (Feering) are designated SEN support and carry out observations within the classroom and potential diagnostic checklists, they also may support meeting parents and speaking to professionals. There are also administration hours to support the best provision for our pupils and their families.

## The Role of the SENDCo

The SENDCo plays a crucial role in the school's SEN provision. This involves working with the Executive Headteacher and Trust Board to determine the strategic development of the policy.

Other responsibilities for SENDCo include:

- Overseeing the day-to-day operation of the policy
- Monitoring impact
- Keeping a register of pupils with SEN
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers throughout the school
- Managing Learning Support Assistants employed specifically for children with statements
- Overseeing pupils' records
- Liaising with the parents as required
- Making a contribution to training and development



- Liaising with external agencies, Local Authority support services, Health and Social Services, and voluntary bodies.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN
- Set up systems for identifying, assessing and reviewing SEN.
- Identify resources needed to meet the needs of pupils with SEN and advise the Executive Headteacher of priorities for expenditure.
- Risk Assessments
- Management Plans

For effective co-ordination staff must be aware of:

- Their role in provision
- The procedures to be followed
- The responsibility all teachers have in making reasonable adjustments for all abilities and needs and completing the paperwork for SEN pupils in their classes
- The commitment required by staff to keep the SENDCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point Additional School Intervention is initiated
- Mechanisms that exist to alert the SENDCo to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

All parents are asked to sign a consent form giving permission for their child to be discussed, to work with and/or be assessed by an outside visitor. If outside visitors need to work with a child then the school ensures that a member of staff will be present. Some outside visitors, like the Educational Psychologists request that parents to complete their form prior to a child's assessment.

### Admission Arrangements

Admission arrangements for children with SEND (but without an Educational, Health and Care Plan (EHCP)) do not differ from those for other children. However, in the case of a child in possession of an EHCP, the placement

recommendations of the last Annual Review will be considered and managed by the Statutory Assessment team for Mid Essex.

In accordance with the Equality Act 2010, no child will be refused admission solely on account of a recognised disability, although advice will be given to parents if the existing physical conditions of the school are unsuited to their child's particular needs at the time of application where reasonable adjustments are not practicable.

### The Allocation of Resources to Support the SEN

The Trust Board ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. This is done via the setting or the annual budget statement.

As itemised in the budget statements, all the delegated special needs monies are spent to maintain the level of support. Details are available from the Executive Headteacher. For children without EHCP's, the school will do everything in its power to meet the needs of these pupils through the existing resources available in the budget. Funding will be informed by the Essex SEN Top-up Funding and Operational Guidance launched in September 2023. More able children will be offered curriculum extension materials and encouraged to further their studies with in-depth research, using available school and external resources.

### English as An Additional Language

Although EAL is not itself a SEN category, particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from any special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

### How Summative and Assessment Arrangements Support Identification

We have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life.

Assessment is the process by which pupils with SEN can be identified. Whether, or not, a pupil is making progress is seen as a significant factor in considering the



need for SEN provision. All teachers are responsible for identifying pupils with SEN, in collaboration with the SENDCo. As part of termly pupil progress meetings to discuss children's progress and attainment in all core subject areas, all those with difficulties are flagged up. Senior leaders, teachers and SENDCo regularly discuss pupils progress across the school and interventions are altered as necessary.

Parental concerns may also initiate identification. If this were to happen the teachers would take seriously the worries of the parent. If necessary, SENDCo, working with the class teacher, will assess the child. At this stage, parents may be asked that the child undergoes assessments by other professionals- this could be simply by an optician or indeed a paediatrician.

The school has a package of assessment materials aimed to cover all core curriculum areas, SEMH and phonological difficulties. Professional judgement of class teacher and SENDCo will determine which assessments are made. The SENDCo will make the arrangements for an assessment i.e. standardised testing or diagnostic tests. The class teachers gather appropriate information about the child and pass this on to SENDCo. After assessment the SENDCo and class teacher may decide to draw up either Wave 2 interventions alongside a One Plan and / or seek further advice from external agencies.

### Formative Assessment Supports Identification

Teachers regularly assess children 's learning and progress so as to meet their needs through Quality First Teaching. Class teachers attend termly pupil progress meetings with the Executive Headteacher to discuss the attainment and progress of each individual child. Class teachers meet regularly with the SENDCo to discuss the progress of children with special educational needs. Any concerns about a child's attainment and progress will be raised at this meeting and decisions about next steps will be taken.

As well as termly assessments in core subjects, annual screening takes place for reading and spelling for those children on One Plans and EHCPs. Class teachers and the SENDCo analyse the results of these assessments, identifying children who may benefit from additional support.

If we consider that a child has a special educational need, we will consult with parents / carers to agree next steps.



## A Graduated Response

### 1) Quality First Teaching

- Engaging and supporting the learning of all children
- Building on prior learning and tailoring the curriculum to meet individual needs
- High expectations with attainment and progress targets for each individual child
- Expert use of resources, including learning support assistants, to support learning

In addition to this, QFT is measured through a self-evaluation toolkit provided under the Ordinarily Available Framework 2023.

### 2) Additional School Intervention

If a child is identified as having special educational needs, additional support will be offered after consultation with parents and further assessments. This may include:

- Providing differentiated activities within a lesson to work towards the whole class learning objective.
- Small group work with LSA's targeting specific areas of need (see Provision Guidance Toolkit)
- One to one support
- To use the 'First and Then' strategy to encourage independent learning.
- Referral to other agencies (e.g. SED, Sp&L, CAMHS, EP) for support with assessment and intervention strategies.

Pupils receiving additional support will work with staff to create a One Page Profile. Targets will be set and regularly reviewed.

### 3) High Need

This is for pupils with more complex needs and/or enduring difficulties whose progress is considered insufficient despite carefully planned interventions. In such cases, the school will seek extra provision or an assessment for an EHCP.

## Our Partnerships

The school works closely with other professional partners. These professionals may be involved in working with your child.

- Our school is supported by an Inclusion Partner and Educational Psychologist- the SENDCo and Executive Headteacher have a yearly meeting with both professionals called a Strategic Planning Meeting.
- Our speech and language therapist is from Provide
- Our occupational therapist is from Provide
- The SENDCo attends regular cluster meetings with other SENDCos

### Access to the Curriculum

The school operates an equal opportunities policy, which means that all children should have access to the whole curriculum. A wide range of teaching strategies is adopted and these are recorded on individual children's records.

These may include:

- additional help and support by class teacher through a differentiated curriculum with the aim to work on the same learning focus as peers.
- periods of withdrawal to work with LSA
- in-class support with adult assistance
- following programmes written by specialists as part of a withdrawal programme
- 'First and Then' strategy
- Providing emotional and wellbeing support through Thrive to enable a child to learn within the school environment

The SENDCo in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments and outside visitor advice the actions might be:

- Provision of alternative learning materials/special equipment often loaned to the school for a named pupil to use
- Group support/paired support
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

### Integration of Special Needs and More Able children into the School as a Whole

Every effort is made to include special needs and gifted children in the life and work of the school at all times, with regard to the Disability Discrimination Act. All children are encouraged to support one another and be empathetic to each other's needs. A strong pastoral care policy flourishes at the school including



the use of Thrive. There is a strong tradition of genuine care and respect one for another among pupils and staff. This is supported by the spiritual (broadly Christian) ethos of the school.

The quality of pastoral care is high and greatly valued by the whole school community. All children have access to laptops and other interactive equipment which may help each child reach their full potential. All children are encouraged to join the clubs open to their year groups.

### Partnership with Parents

All Saints Academy Trust Schools firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. Parents with children on One Plans or EHCPs will be invited to termly meetings with the Class Teacher. In addition, those children with an EHCP will have an Annual Review in which parents' participation is actively encouraged. Confidentiality is a priority at all times.

### Links with Other Schools

When children leave St Andrew's and Feering C of E Primary Schools, the Year 6 teacher and SENDCo advises the secondary schools of any special educational needs that the children may have. Meetings between the primary and secondary teachers take place in the summer term and at this time all Year 6 children have the opportunity to familiarise themselves with their new school. This allows the secondary schools to make appropriate provision.

If a child is placed in a special school by the LEA, appropriate arrangements are made for visits. Their teacher and/or LSA accompany the child. We make sure that we do everything possible to help each individual child to settle in his/her new school environment. In all cases full records are kept and passed on to the next school.

### Working with Professionals from the Local Authority

Educational Psychologist (EP) time to support each school is allocated by the LA. The school clearly identifies which pupils with high needs will need a meeting involving teachers and parents, supported by the EP and invite the EP accordingly. Any further work needing to be undertaken by the EP will be identified as an outcome of the meeting. The number of EP hours allocated to the school may alter year on year, dependent on the needs of the school.

The SENDCo can request the involvement of the Education Psychologist and School Improvement Partner for advice in regard to specific children, to share

resources and provide in-service training.

The Executive Headteacher, SENDCo and other members of the teaching staff liaise frequently with a number of other outside agencies, for example:

- Social Care
- School Nurse
- Community Pediatrician
- Speech and Language Therapy
- Occupational Therapy/Physiotherapy
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Local GP

Parents/carers are informed if any outside agency is involved.

### Criteria for Evaluating the Success of the School's Policy

The Trust Board will receive reports from the SENDCo and the Executive Headteacher on the progress of each cohort and identified group such as SEND. The teachers are professionally committed to help all children work to their fullest capabilities. They recognise that children's development varies and are able to judge the success of special needs programmes accordingly.

Pupil progress will provide evidence for the success of this SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in termly pupil progress meetings with the Executive Headteacher, making data available to SENDCo, class teachers, SLT and with the Trustee with responsibility for SEN when appropriate
- Use of standardised and diagnostic tests
- Evidence generated from review meetings
- The use of Autism Education Trust Progression Framework when applicable and appropriate.

### Arrangements for Considering Complaints about Special Educational Provision within the School



We operate an open-door policy. In keeping within DFE guidelines, parents should approach the class teacher initially. However, parents can formally request a meeting with our SENDCo and or the Executive Headteacher to discuss their child and our provision. In addition, the Trust has a Complaints Policy available on our website.

