

SEND Policy



September 2022

Approved at committee: 28.09.2022

Adopted & ratified by full governing body: 28.09.2022

September 2021

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in the education and learning settings.

To see it in practice- see the SEND information Report
(http://www.leesfield.oldham.sch.uk/school_information/special_needs/special_needs.html)

Education and learning settings' own visions & values

MISSION STATEMENT:

To be the best we can in the sight of God

St Thomas CE Primary School promotes Christian values through the experiences it offers to all children. As an intrinsic part of the community we aim to provide high quality teaching and learning where each and every child matters. We endeavour to create an atmosphere in which excellence and quality are paramount because everyone is encouraged to be the best they can in the sight of God.

OUR SIX AIMS

Aim 1: (Standards) To ensure that **each child** including all pupils with SEN achieves their highest standard and makes good progress in all areas of school life.

Aim 2: (Teaching and Learning) To provide **all** pupils with high quality teaching in order to meet **each child's** learning needs by means of a broad, balanced curriculum.

Aim 3: (Environment) To provide a secure, well resourced, high quality learning environment **for all children, including those with SEN.**

Aim 4: (Management) To support the work of the school by effective management of finance, curriculum, administration and personnel including that related to SEN pupils..

Aim 5: (Ethos) To create a happy, positive, **inclusive** school culture in which to promote our children's spiritual, moral and cultural development and in which **all children feel valued**, no matter what their needs and abilities.

Aim 6: (Partnership) To promote a mutually supportive learning partnership with governors /parents and to extend children's skills and interests to the wider. Parents of pupils with SEN will be kept informed about their child's progress as detailed in the policy.

Meeting a Child's individual needs

We at St Thomas' Leesfield C of E Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement, we aim to achieve 'the best we can in the sight of God' for every child and we believe that every teacher is a teacher of every child, including those with SEND.

SEN vision

Aims and Objectives for Children with Additional Educational Needs

We aim to

- Target the most needy children in school for additional support
- Help every child make the best progress they can
- Provide National Curriculum access for all
- Meet a range of diverse needs through inclusive classroom practice
- Ensure the inclusion of a statemented child in our school is compatible with the education of other pupils
- Have a co-ordinated, structured and intelligent response to SEN where staff, parents and outside agencies work together to achieve the best result for the child
- Be sensitive to children's needs
- Recognise the crucial role of the class teacher in encouraging a positive attitude to learning, maintaining a child's self-esteem and motivating children
- Encourage other children to value SEN children as individuals
- Encourage all children to follow our Always Rules so behavioural difficulties do not encroach on children's learning opportunities

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.

- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2014).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- Ensure good parent and carer involvement in children's learning and development.
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible; that outcomes of Special Educational Provision (SEP) are determined; and that their progress towards these outcomes is closely monitored.
- Ensure all teachers take responsibility for planning and meeting the learning needs of special educational needs pupils, and of deploying support staff effectively to meet children's learning needs.
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

SEN definition

"Special educational needs (SEN)

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. 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*

xv. 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.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.”

(SEND Code of Practice 2015: pg. 15)

St Thomas' Leesfield C of E School

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15)

Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

Communication and interaction- eg speech and language difficulties, autistic spectrum disorder

Cognition and learning- eg dyslexia, dyspraxia, dyscalculia or general learning difficulties

Social, emotional and mental health- eg children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs

Sensory and/or physical impairment- eg visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability 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 (Code of Practice xviii)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

National

Equality Act 2010: advice for school DfE Feb 2013

SEND Code of Practice 0-25 (revised January 2015)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)

The Early Years Foundation Stage (EYFS) framework

Teachers Standards 2012

Engagement Model 2021

Oldham's Local Offer

(https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)

S Thomas Leesfield C of E's Education & learning settings own documents & policies:

- Supporting pupils with medical conditions policy
- Accessibility policy & plan
- Behaviour policy
- Safeguarding policy
- Admissions policy
- EAL policy
- GDPR policy
- Anti-bullying policy
- Mental health & wellbeing policy
- Positive Handling policy

Roles & Responsibilities

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil/young person in their class through high quality teaching/ quality first teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's/ young person's progress and development and decide any changes to provision
- Provide information, reports or attend review meetings based on the person centred principles

Learning Mentor

The Learning Mentor, Mrs Laura Costello will support the work of the SENCO through the pastoral care of children, liaising with families and building positive relationships. She is also responsible for attendance and will attend meetings to facilitate access to outside agencies, including counselling, Early Help, Healthy Young Minds and Social Care services.

SENCO

The SENCO is responsible for:

- Working with the Head teacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Having 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 with EHC plans.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEN receive appropriate support and high quality teaching.
- Advising on the graduated approach to providing SEN support.
- Evaluate process and practice to improve outcomes
- Advising on the deployment of the school's delegated budget and other resources to meet pupils'/young peoples' needs effectively.
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.
- Working with the Head teacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils/young people up to date.

Head teacher

The Head teacher, Mr J Whittaker will:

- Work with the SENCO and the 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 disability.

SEN Governor

The SEN Governor, Mrs A Roebuck, 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 SENCO and the Head teachers to determine the strategic development of the SEN policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions

Monitoring & Evaluating

Through regular review meetings the school will monitor the outcomes using the person centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (Code of Practice 6.45-6.56).

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's personalised plans
- records of reviews with pupils and parents, and their outcomes
- Early Help documentation (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies
- the level of individual and group provision currently in place
- assessments over time
- use of the Engagement Model to assess needs where children are working significantly below the level of the National Curriculum

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.oldham.gov.uk

Transition

SEND information for individual pupils is shared with the staff for the following school year during planning meetings in July. Where children are transitioning from Year 6 to 7, secondary staff are invited to attend the child's last review meeting. Target sheets and minutes from this review are sent on to new settings. Children from Year 6 also attend the Saddleworth Collaborative Transition Group for additional visits where appropriate.

Outside Agencies

There are robust systems in place for accessing the correct support for our pupils. We have an open door policy and know the services we need to work with in order to support our pupils.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. 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 matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO or Learning Mentor
- discuss the problem with one of the Head teacher
- the Head teacher may refer the matter to the Area Special Needs Officer. Parents are informed about Information Advice and Support Services (formerly Parent Partnership) and how to make representations to the LA
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors, School Adviser, or the LA SEN Adviser as appropriate
- Parents can also access POINT for advice and support.

The policy will be evaluated annually by the SENCO in consultation with the SLT and staff.

We will monitor progression, support and the value-added attainment of our SEN pupils and monitor the register and how we use resources.

Policy developed and reviewed September 2022

SENCOMrs Liz Schofield

SEN Governor.....Mrs Alma Roebuck

Head teacher.....Mr J Whittaker

Chair of GovernorsMrs Rebecca Ashton

Date approved (committee): 28/9/2022

Date adopted (full governors): 28/9/2022

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For The SEND Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Pupil assessment data	Name D.O.B. Test data Teacher Assessment data	Monitor a child's progress and identify next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper documents are stored in locked filing cabinets in each classroom / Annexe Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	