



*“Loving and Learning for Life, as Jesus taught us.”*

**Leonard Stanley C of E Primary School**  
**Special Educational Needs and Disability Policy**

**Title: Special Educational Needs and Disability (SEND) Policy**

**Person(s) who created policy: SENDCo**

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Our SEND policy aims to:

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

### **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 SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

### **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.

### **1. Vision statement**

Leonard Stanley C of E School will maintain a happy, secure, Christian environment where each member of the school feels valued and where each pupil acquires a high quality education.



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At Leonard Stanley we are a Rights Respecting School. The children and staff see the importance of rights and responsibilities and understand that they are central to making our school a wonderful place to learn and grow.

A Rights Respecting School teaches children and young people that they have rights under the United Nations Convention on the Rights of the Child. From this starting point they also learn their responsibility to respect others rights in all relationships in the community.

The ethos created demonstrates to children the inclusiveness of a rights-respecting school and paves the way to participation in the life of the community. This in turn helps them to learn how to formulate, express and listen to opinions, helping to raise their achievement. This new nationwide award scheme promotes the United Nations Convention on the Rights of the Child as the basis for enhancing teaching, learning, ethos, attitudes and behaviour.

This Rights Respecting School ethos is central to all aspects of our school life and its curriculum and therefore our Rights Respecting Statement will appear in all school policy documents as they are reviewed.

## **2. Aims and objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

### **Objectives**

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of



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understanding SEND procedures and practices and providing regular feedback on their child’s progress.

- Work with and in support of outside agencies when the pupils’ needs cannot be met by the school alone. Some of these services may include Early Help, Educational Psychology Service, Speech and Language Therapy, ATS, (Advisory Teaching Service), C.Y.P.S. (Children & Young People Service.), and a network of SENDCOs.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams



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### **3. Who is responsible?**

At Leonard Stanley, the Headteacher, the SENDCO, Governors and all other members of teaching staff have responsibility for ensuring that classroom practice conforms to this policy. We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

#### **Governing Body**

- Decide on the policy and approach
- Set up appropriate staffing and funding arrangements.
- Oversee the school’s work
- Appoint a responsible person
- Appoint a governor to have specific oversight of SEND

#### **The SENDCO**

The SENDCO is Sarah Howard

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 plans
- Provide professional guidance to colleagues and work with staff, parents, 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
- 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 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.
- SENDCO will inform the Governing Body of the progress made by SEND children on a regular basis.



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- Ensure the school keeps the records of all pupils with SEND up to date
- To deliver interventions when appropriate

### **The SEND Governor**

The SEND Governor is Dean Ackland

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 SENDCO to determine the strategic development of the SEND policy and provision in the school

### **The Headteacher**

The headteacher will:

- Work with the SENDCO 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

### **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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **4 Arrangements for coordinating SEND provision**

The SENDCO will hold details of all SEND records for individual pupils.

### **All staff can access:**

- The Leonard Stanley SEND Policy;
- A copy of the full SEND Register.



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- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils’ special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school’s SEND provision.

## **5 Allocation of resources for pupils with SEND**

Schools are expected to fund the first £6,000 worth of additional support for pupils above and beyond the universal provision available to all.

Pupils requiring support which exceeds £6,000 are classed as ‘High needs (HN) pupils, and top-up funding may be available to meet identified educational needs if an Educational Health Care Plan (E.C.H.P.) is in place.

## **6 Identification of pupils needs**

**A graduated approach:**

### **Quality First Teaching**

- a) 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.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) 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.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will



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- need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
  - g) Parents will be informed fully of every stage 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.
  - h) The child is recorded by the school as being under observation due to concern by parent or teacher but 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.
  - i) Parent’s meetings and evenings are used to monitor and assess the progress being made by children.

### **SEND Support**

Where it is determined that a pupil does have SEND, parents will be advised of this and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil’s views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to



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need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

**Plan**

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

**Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.



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### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, an EHC Plan may be provided by Gloucestershire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.



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## **7. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **8. Inclusion of pupils with SEND**

The Head teacher and SENDCO oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school, after being ratified by the Governing Body. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through the termly progress 'meetings'.

## **9. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of progress meetings with parents, although parents are encouraged to maintain regular communication with the school to discuss any issues. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on a provision map, which is updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored



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and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **10. Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEND courses, Cluster SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

### **11. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

### **12. Working in partnerships with parents**

Leonard Stanley Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the Family Information Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.



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### **13. Links with other agencies and voluntary organisations**

Leonard Stanley Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Gloucestershire Education Psychology Service
- Behaviour Support Service
- Occupational Therapy
- Advisory Teaching Service
- Speech and Language Service (Class teacher also liaises)
- Specialist Outreach Services

Regular monitoring by the local authority (Gloucestershire County Council) ensures that our practice is rigorous and to the highest standards.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.