



Special Education Needs Policy



Encourage, Guide, Support, Celebrate

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Review Date: September 2024

Headteacher: Mr Chris Clare

Special Educational Needs and Disability Co-ordinator: Mrs H Wood

*All teachers are teachers of children with special educational needs.
Teaching such children is therefore a whole school responsibility.*

At the heart of this school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of the children. High quality teaching, which is differentiated and personalised, should be available for all pupils including those with Special Educational Needs and Disabilities. Those whose overall attainment in one or more areas falls significantly outside the expected range may have Special Educational Needs. This policy identifies the steps that will be taken to ensure the needs of these children are met.

This policy has been developed to comply with the statutory requirements detailed by the SEND Code of Practice 0-25 and in accordance with the Children and Families Act (2014).

This SEND policy works alongside and in conjunction with the Local Offer offered by Lancashire Local Authority and is embedded in the teaching and learning framework of the school.

Aims

The purpose of this policy is to outline school practices with regards to children with Special Educational Needs and/or Disabilities.

The aims of our special Educational Needs and Disability Policy are:

- To ensure that provision is provided for children with SEND in line with the requirements of the SEND Code of Practice (2015) and the Children and Families Act (2014)
- To ensure that children identified with SEND are provided with the opportunity to access and engage in activities provided by school alongside other pupils
- To create a safe environment in which children are valued and respect each other
- To enable all pupils to develop their self-esteem.
- To assess children regularly to enable early identification of SEND.
- To ensure that effective provision is provided for children for whom this is required.
- To ensure effective and clear communication channels are in place so that parents and carers are aware of their child's progress and the provisions which have been made for them.
- To work cooperatively with the Local Authority and other outside agencies to ensure there is a collaborative approach to meeting the needs of learners with SEND.
- Where possible, ensure the child's viewpoint is listened to and incorporated into their SSP.

What are Special Educational Needs or a Disability (SEND)

The Code of Practice (2015) states that children have a learning difficulty if they

- Have a significantly greater difficulty in learning than the majority of children the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Roles and Responsibilities

The Headteacher

The Headteacher maintains responsibility for the overall management of all aspects of school, including the support for children with SEND. The headteacher will work closely with and delegate responsibilities to the SENDCO (the Special Educational Needs and Disability Co-ordinator). The Headteacher will inform the Governing Body about the provision provided by the school for children with SEND. The Headteacher will ensure the Governing Body are kept informed of any matters relating to SEND.

The Special Educational Needs and Disabilities Coordinator (SENDCO)

The SENDCO is responsible for:

- Coordinating the support and provision for children with SEND
- Supporting, liaising with and advising class teachers
- Updating and maintaining the schools SEND register
- Ensuring accurate records and plans are in place for all children on the SEND register
- Ensuring all relevant children have a support plan or EHCP
- Monitoring and evaluating the quality of provision for children with SEND
- Ensuring that parents are involved in supporting their child's learning, kept informed about the provision provided and involved in reviewing their child's progress
- Updating and developing the SEND policy to ensure all children receive consistent, high quality response to meeting their needs in school

The Class Teacher

Class teachers are responsible and accountable for:

- The progress and development of all the children in their class, including those with SEND, including where the pupils access support from teaching assistants or specialist teachers
- Planning the provision for children with SEND
- Working closely with support staff to ensure effective delivery and assessment of planned learning
- Working closely with the SENDCO to develop SEND support plans and follow a graduated approach
- Monitoring and reviewing SEND support plans termly
- Providing termly assessment and progress data through the use of PIVATS, LAPS or KLIPS
- Liaising with parents termly to review progress
- Ensuring that the school's SEND policy is followed within their classroom
- Maintaining and updating 'One Page Profiles' for children with SEND
- Maintaining a class SEND file

Teaching Assistants and Support Staff are responsible for:

- Ensuring that the day to day provision for children whom they support is in place and maintained
- Regular communication with the class teacher and the SENDCO (as necessary) regarding the progress and provision in place.

The SEND Governor

A full report on the progress of children will be presented to the Governing Body once a year and the identified SEND Governor is encouraged to take a full and challenging role regarding the progress of these children with both the SENDCO and the Headteacher.

How is a SEND identified?

- Whole school tracking of attainment will identify pupils making less than expected progress or working significantly below age related expectations
- Concerns raised by teaching staff, parents or external agencies
- Observation of pupils indicating they have additional needs in one or more of the four **broad areas of need**:

Communication and Interaction

This would include a child who has speech, language and communication needs; a child who is displaying difficulties communicating appropriately. Children with Autistic Spectrum Disorders will often have difficulties with social interaction and understanding.

- Speech, language and communication needs (SLCN)
- Autism Spectrum Disorder (ASD)

Cognition and Learning

Children who learn at a different pace from their peers may require additional support even with appropriate differentiation in place.

- Specific Learning Difficulties (SPLD) e.g. Dyslexia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties

Social, Emotional and Mental Health

- Depression
- Anxiety
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Mental Health Disorders
- Social Disorders

Sensory and Physical

- Visual impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

What happens once a child has been identified as having a Special Education Need or Disability?

Ongoing teacher assessment and observations will identify a child who, despite receiving high-quality inclusive teaching, is not making the expected progress based on their age and individual circumstances. With support from the SENDCO, the class teacher will assess the child and identify any barriers to learning, taking into account; teaching and learning styles, concrete teaching resources and the classroom environment.

With consent and discussion with parents, the child will be placed on the school SEND register at 'SEND support'. The class teacher, with support from the parents and the SENDCO, will complete a 'One Page Profile for the child and develop a SEND needs assessment and SEND Support Plan (SSP). Specialist services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults who come into active learning situations with the child.

The child's support plan is a working document, which will be regularly updated as provision and interventions are put in place and monitored – following the graduated approach detailed below.

Graduated Response

The school follows a graduated approach to providing SEND support as outlined and advised in the Code of Practice (2017). The school is committed to the early identification of Special Educational Needs and/or Disabilities. Once a potential Special Educational or has been identified, school will follow a graduated approach to assess and monitor the effectiveness of the implemented support.

Assess – The class teacher, with support from the SENDCO, will carry out a clear analysis of the child's needs. This will be informed by any previous information gathered, the teacher's assessment and experience of the pupil, previous assessment and progress data and national age-related expectations.

Plan – A SEND support plan will be created for the child. In consultation with the pupil, parents, teacher and SENDCO, provisions, strategies, interventions, and support will be detailed, as well as the expected impact on progress towards ascertained aspirations and outcomes. A review date will also be set.

Do – The class teacher will be responsible for implementing and monitoring the agreed support plan, ensuring that interventions and progress are closely tracked. They will work closely with any specialists or identified staff to assess the impact of the provisions which have been put in place.

Review – The effectiveness of any provision and interventions will be reviewed at the agreed review date. The impact and progress towards the agreed outcome will be evaluated, alongside the views of the class teacher, child, parents and support staff. The review will then inform further planning and a revised plan will be developed. The Class teacher will meet termly with parents.

Statutory Assessment of SEND

For the majority of children with additional needs, SEND School Support will enable them to access the curriculum, learn and progress alongside their peers. For a small percentage of children with more complex needs, the school will be unable to meet all of the required provision from its existing resources, finances and staffing. If, despite SEND support, a child is not making adequate progress towards agreed outcomes, the school may request a statutory EHC Needs Assessment from the local authority. This may lead to an Education Health and Care Plan.

Access to the curriculum

Unless their individual EHCP specifies alternative provision, all pupils within the school will follow the full school curriculum, informed by the National Curriculum 2014. The provision and delivery of the curriculum will be matched to the pupils' level of ability. At Aughton St Michael's CE School, we firmly believe that appropriate differentiation is key to achieving success. Planning for pupils with SEND will be integral to all planning and classroom approaches.

Integration

Pupils with SEND are an integral part of the school. Where possible, support for pupils will take place within the classroom; withdrawal from the classroom for SEND support pupils will take place only when it is felt appropriate e.g. when careful listening is required, or when attending Intervention Groups or Nurture Groups. Where pupils come into the school with an EHC plan every possible step will be made to integrate them fully into the school community.

We acknowledge that children with SEND, due to their specific needs, may be vulnerable. All school staff have regular safeguarding training to ensure remain alert to those with vulnerabilities.

Supporting Pupils with Medical Needs

Aughton St Michael's CE School recognises that pupils with medical conditions need to be properly supported so as to fully access the curriculum, including school trips and PE. The school will comply with its duties under the Equality Act 2010. The school Administration of Medication Policy is available in school and on the school website for parents and carers to access. For children with physical disabilities it may be that they need a PEEP (Personal Emergency Evacuation Plan), a Moving and Handling policy and or an Intimate Care policy in school.

Transition

At Aughton St. Michael's CE School, we work hard to ensure any period of transition for all of our pupils is effective with minimum stress for the child.

Internally, staff liaise with one another prior to children moving into their class. As part of their transition, the children spend time in their new classes prior to the start of the academic year. This allows them the opportunity to familiarise themselves with their new classroom and teaching staff.

Prior to children joining the school in Reception, our staff meet with the child's nursery provider and meet the child in their setting. The children then attend school for a minimum of four 1-hour sessions, during which they get to know the staff who will be working in our EYFS setting. They are also provided with the opportunity to meet other staff within school and to familiarise themselves with the school environment. Aughton St. Michael's staff attend transition meetings with the Nursery to ensure school are fully informed of the child's needs.

In order to prepare our children for their transition to High School, school will liaise with the SENDCO at the High School and with the person responsible for transition.

Other Policies – which can be found on the school website - which link to SEND policy include:

- Attendance Policy
- Pupil Premium strategy
- Good Behaviour Policy
- Anti-Bullying Policy
- Local Offer
- Medication Policy
- Disability Equality Scheme

Complaints procedures

If you have a complaint, please refer to the School complaints procedure outlined on the website.