

St. Andrew's CE Junior School



Special Educational Needs and Disability (SEND) Policy

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Special Educational Needs and Inclusion Policy

INTRODUCTION

St Andrew's CE Junior School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. This policy has been formulated with due regard to the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015) and the Equality Act 2010. St. Andrew's CE Junior School has provision to support a wide range of disabilities including wheelchair access, hearing loop system and a fully equipped disabled toilet with changing facilities. Our team is made up of highly experienced, dedicated and enthusiastic staff members who provide an enriched learning environment for all children.

This document is a statement of the aims and provision made for SEND children and inclusion at St. Andrew's CE Junior School and is written as a working document. The SENDCO has consulted with the SEND governor, Head Teacher, Senior Management Team and teaching staff as part of the process of updating this policy.

RATIONALE

St Andrew's CE Junior School is committed to providing an appropriate and high quality education to all children attending the school. We believe that all children, including those identified as having special educational needs or disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life including extra-curricular activities and after school clubs.

We are committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways which take account of their varied life experiences and needs. We consider that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background.

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We believe that all children should be equally valued in school and that every pupil with a special educational need or disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

These wellbeing outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional wellbeing; flexible timetables; assessment for learning which engages pupils in having a say about their progress and SEND provision; partnership with parents/carers, other schools, the local community and with personalised 'wraparound' health care and social service providers.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term. At St Andrew's CE Junior School, we endeavour to identify these needs as they arise and provide teaching and learning contexts which enables every child to achieve to his or her full potential. This includes looking at what additional provision is needed for specific children and ensuring this is put into place to support these children when they need it.

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DEFINITION OF SPECIAL EDUCATIONAL NEEDS

St Andrew's CE Junior School adopts the definition of special education needs as stated in the Special Education Needs Code of Practice (DfES 2015).

Children have **special educational needs** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of the same age by mainstream schools or maintained nursery schools.

Children have a **learning difficulty or disability** if they:

- 1) have a significantly greater difficulty in learning than the majority of children of the same age; or
- 2) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Children should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Many children and young people who have SEND 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 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

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AIMS OF OUR POLICY

- a) To have a common understanding of what is meant by "special educational needs"/SEND.
- b) To have a common approach to meeting the special needs of children within the school setting.
- c) To identify, as early as possible, the children within our school who have special educational needs.
- d) To make appropriate resources available (materials and people).
- e) To monitor and review the school's policy and practice for special educational needs and inclusion regularly.
- f) To ensure that parents are informed, and are an integral part of the assessment, provision and evaluation of the special educational provision for their child.
- g) To ensure that the child has an integral part in all the processes involved.
- h) To develop a shared awareness of individual pupil needs between teachers, teaching assistants, parents, and the child and, where appropriate, outside agencies.

OBJECTIVES

The school will endeavour to achieve the above aims by:-

- 1) Ensuring the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school through common assessment and record keeping.
- 2) Ensuring equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- 3) Continually monitoring the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- 4) Providing full access to the curriculum through differentiated planning by class teachers, SENDCO, and support staff, who share strategies to ensure continuity and progression.
- 5) Providing specific input, (funding for resources including human resources) matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND at the level of SEN Support.

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- 6) Ensuring that pupils with SEND are perceived positively by all members of the school community; and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- 7) Enabling children to move on from us well equipped in the basic skills of English/Maths and social independence to meet the demands of secondary school life and learning. This will include holding appropriate cross-phase meetings.
- 8) Promoting a positive approach to inclusive provision by valuing and recognising achievements of children with SEND.
- 9) Meeting with parents/carers, at every stage in plans, both generally and specifically to meet their child's additional needs.
- 10) Involving the children themselves in planning and in any decision making that affects them.

ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL

Governors

St Andrew's governing body will, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for children with SEND. They will establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The governing body will report to parents annually on the school's policy to special educational needs (SEND).

SENDCO (Special Educational Needs and Disability Co-ordinator)

The SENDCO is responsible to the head teacher, for taking a leading role in school relating to pupils with SEND. The SENDCO works closely with all staff with the aim of raising the achievements of children with SEND. They work closely with the head teacher, senior leadership team and fellow teachers in the development of the SEND policy and provision, helping to ensure that SEND provision is an integral part of the SDP (School Development Plan).

The SENDCO is responsible for the day-to-day operation of the SEND

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Policy and for co-ordinating provision for pupils with SEND particularly through SEN Support.

- 1 Maintaining the school's SEND register and overseeing the records of all the pupils with SEND.
- 2 Liaising with and advising fellow teachers.
- 3 Managing teaching assistants.
- 4 Liaising with the children that are on the school's SEND register.
- 5 Liaising with the parents of pupils with SEND.
- 6 Contributing to the in-service training of staff.
- 7 Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

School

Provision for pupils with special educational needs is a matter for the school as a whole. At St. Andrew's, all staff are made aware of the procedures for identifying, assessing and making provision for children with SEND. All staff are aware of their responsibilities regarding SEND and are familiar with the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015)

Parents

At St Andrew's CE Junior School, we acknowledge that parents are the first educators of their children. We encourage a culture of co-operation between parents/carers and our school by involving them in the Assess, Plan, Do, Review cycle of support for their child; inviting parents to become actively involved in the education within school; through termly consultation and with the provision of home support for their children. Parents who are already accessing extra professional services to enable them to support and care for their children are encouraged to share in this partnership. The school staff will discuss and meet the personal needs and requirements of any parent/carers who have physical difficulties in accessing the school so that they can be fully involved in their children's education. This is important in enabling all children, including those with SEND, to achieve their potential.

Pupils

At St Andrew's CE Junior School, we encourage pupils to participate in their learning by discussing their progress with regard to specific targets i.e.

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learning, attitudes to learning and by being involved in setting their own targets each term. SEND pupils discuss their SEN support plan targets (where appropriate) with their class teacher and record their views in an age appropriate way.

Managing a response to SEND within the school – Provision

In order to make progress a child may only require adaptation of the plans for the whole class. This may involve modifying learning objectives, teaching styles and access strategies.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Within St Andrew's CE Junior School, we follow the following steps in compiling records about children who have SEND:

To conform to the requirements of the Code of Practice, the school maintains a register of children who have SEND. The special educational needs of the children who are named on the register are regularly and systematically reviewed to ensure that every effort is being made to meet the needs of these children.

It is the responsibility of individual teachers to provide pupils with differentiated materials in order to maximise a pupil's access to the curriculum.

Registering a concern

The class teacher, parent or external agency may express a concern about the child. The class teacher should begin to keep a record of observations and evidence which may validate the concern expressed. This is relayed to the SENDCO. Following discussion of the evidence the child may then be placed on the school's SEN register.

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IDENTIFICATION

The SEND Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

1. Communication and interaction (such as speech, language and communication needs (SLCN) and Autistic Spectrum Condition)
2. Cognition and learning (such as specific or moderate learning difficulties e.g. Dyslexia)
3. Social, Emotional and Mental Health Needs (such as ADD, ADHD, Attachment difficulties)
4. Sensory and/or Physical (such as visual, physical or hearing impairment)

We are continually developing knowledge and resources to assist staff in the early identification of specific needs. A continuous cycle of assessment, planning and teaching is in place, which takes into account the wide range of abilities, learning styles and interests of children. The majority of children will learn and progress within these arrangements. Those children whose attainments fall significantly outside the expected range may have special educational needs.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in command of the English language rather than a learning difficulty. Advice and support from the Multicultural Service would be sought in such cases.

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Assess, Plan, Do and Review

Where special educational needs have been identified, school adopts a graduated approach based on a four-part cycle of Assessment, Planning, Action and Reviewing.

Assess

In identifying a child as needing SEND support, the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It also draws on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEND support, parents will be notified. The class teacher, in consultation with the SENDCO and parents, will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Small group or individual support
- Specific intervention programmes
- Mentoring
- Adaptations to the curriculum
- Adaptations to the learning environment
- Additional processing time
- Examination access arrangements
- Advice or involvement from external agencies

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-Access to LA support services for one-off or occasional advice on strategies or equipment

The Local Offer for SEND is outlined on our website.

Action/Do

The class teacher remains responsible for all children's progress, even when interventions involve group or one-to-one teaching away from the main class. Teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and effectiveness of the support is reviewed at least termly.

The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education Health Care Plan (EHCP) the Local Authority must review that plan as a minimum every twelve months.

If a pupil does not make progress despite support being put in place, the school may decide to apply for short-term funding via Derbyshire's Inclusion Panel. This can provide additional high needs funding for up to a year at a time.

If Inclusion Panel funding has been in place, and a pupil's needs continue to require significant support, the school or parents may request a Statutory Assessment of Needs by the Local Authority.

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Requesting a Statutory Assessment of Needs (Education Health and Care Needs Assessment/EHCNA) The special educational needs of the majority of children at St Andrew's CE Junior School are met effectively through SEND support detailed above. However, in a small number of cases, where the child has not made expected progress despite this action, the school or parents may request a Statutory Assessment of Needs by the Local Authority. Where a request for assessment is made by the school, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including reviews. Where the evidence submitted suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, and therefore may require special educational provision, which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an Education, Health and Care Needs assessment. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

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A local authority **must** conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child.

When the LA has completed its assessment of a child, it will decide whether to issue an EHC plan

This will include:

Section A: The views, interests and aspirations of the child and his or her parents or the young person.

Section B: The child or young person's special educational needs.

Section C: The child or young person's health needs which are related to their SEND.

Section D: The child or young person's social care needs which are related to their SEND or to a disability.

Section E: The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the early years provider, school, college or other education or training provider.

Section F: The special educational provision required by the child or the young person.

Section G: Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND. Where an individual Health Care Plan is made for them, that plan should be included.

Section H1: Any social care provision which **must** be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.

Section H2: Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.

Section I: The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person).

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Section J: Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment **must** be specified.

Section K: The advice and information gathered during the EHC needs assessment **must** be attached (in appendices). There should be a list of this advice and information.

If the Local Authority declines to issue an EHC plan, clear reasons for this decision must be provided to parents and they have a right to appeal.

Annual Reviews of EHC Plans

All EHC plans must be reviewed at least annually. The purpose of the review is to discuss progress towards objectives identified in the plan and to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified. The review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Records

All children on the SEND register have an individual file which holds all the information relating to the individual educational needs of the child. This file forms an individual record for the child and contains information about school-based observation and assessment, any action taken to meet the needs of the child, including any advice sought from outside agencies.

These files are kept in a locked room. The class teacher has a copy of current SEN support, targets and up to date reports in a class based folder, which is kept in the classroom in a locked cupboard. The SENDCO, head teacher, and all who work with the child have access to them at all times. Should a parent request to see their child's SEND file they are welcome to have access to the information. In addition to these files, the class teacher/teaching assistant collects information/ evidence about pupils which are passed from class to class as the child progresses through the school. The parents are invited to a termly review meeting with the class teacher to

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discuss their child's SEN support plan and receive a copy of the plan at the meeting.

The School's Arrangements for SEN and Inclusion Training

The SENDCO attends regular training meetings, briefings and courses to update and revise developments in Special Education and Inclusion. Information will be disseminated through input at staff meetings.

All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level. New staff and E.C.Ts will be given training about the school's policy and procedures by the SENDCO.

Meeting additional needs and inclusion issues are targeted through the School Development Plan. In-service training and individual professional development is arranged matched to these targets.

The SENDCO will liaise with external agencies and other schools in order to exchange information, discuss a variety of issues and arrange training for staff where appropriate.

Allocation of Resources

- St Andrew's CE Junior School follows LA guidance to ensure that all pupils' needs are appropriately met.
- Resources are allocated to support children with identified needs.
- Each year we map our provision to show how we allocate human resources to each year group. This support may take the form of differentiated work in class, support from a Teaching Assistant in focussed intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

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The external resources available to St Andrew's C of E Junior School are as follows:-

1. **Educational Psychology Service (E.P.S.)**
2. **Speech and Language Therapy (SALT)**
3. **Derbyshire Inclusion Support Advisory Service (ISAS)**
4. **Compass Changing Lives (Mental Health Support Team)**
5. **Healthy Young Minds (HYM Springleigh Clinic)**
6. **School Nurse**
7. **Other outside agencies.** The SENDCO liaises frequently with a number of other outside agencies e.g. Social Services, Early Help Team, Community Paediatrician, Physiotherapy and Occupational Therapy.

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

Transfer Arrangements

The majority of pupils who attend St Andrew's CE Junior School transfer to either Glossopdale School or St Philip Howard Catholic Voluntary Academy. Where necessary, provisional recommendations will be made at a review meeting when the child is in Year 5, so that parents can consider options at the same time as other parents. The Annual Review recommendations, parents' views and the response to consultation by the LA with the schools concerned will be in place before the transfer. The SENDCO of the receiving school will be invited to attend the review in Year 5. During the term prior to transfer, liaison will take place between the pupil's Year 6 class teacher and both SENDCOs to enable a smooth transfer to the Secondary School to take place.

Admission Arrangements

(See School's Admission Policy)

St Andrew's CE Junior School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

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Incorporating disability issues into the curriculum

The RSHE curriculum includes issues of disability, difference and valuing diversity. We work with children to understand the impact of the words they use and deal seriously with derogatory name calling. We try to make sure we have positive images of disabled children and adults in displays, resources etc. We aim to make optimum use of PSHE for raising issues of language and other disability equality issues. We encourage inclusion of all children in the School Council, MACAWS Mental Health Champions. We aim to include children in their target setting, encourage and support them to take an active part in their termly and annual reviews making the information and meeting itself accessible and unthreatening.

Medical Conditions

Children with medical conditions, for example, diabetes, heart conditions, severe allergies etc. should be identified and their details passed to the SENDCO as well as class teachers and relevant support staff. A care plan may be made if it is felt necessary by the SENDCO. The class teacher should regularly discuss the condition with parents so that they are updated of any changes or potential problems. It is parents' responsibility to check the expiry dates of medicines, insulin pens and epi-pens stored in school and to replace them as necessary.

Evaluation

This policy is the subject of continuous review by the Head Teacher, SENDCO, Governing Body, teaching and non-teaching staff.

The successful operation of the school's SEND policy is measured in relation to:

- A child's progress.
- A child's access to the National Curriculum.
- The impact of support.
- The successful implementation of the different stages of SEND provision.
- Children with SEND achieving similar levels of progress to all children.

The success of the school's SEND policy and provision will be evaluated through:

- Monitoring of classroom practice by the SENDCO and Leadership Team

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- Analysis of pupil test results and progress made in school work or assessments.
- Monitoring of procedures and practice by the Governor with responsibility for SEND.
- School self-evaluation.

The quality of SEND provision is reviewed at the end of each academic year and outcomes of the review inform planning for the following year.

Complaints Procedure

In the first instance, parents' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Whole-School Complaints Policy. If there continues to be a disagreement with regard to the SEND provision, the LA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEND tribunal at any stage. More detailed information can be found in the SEND Code of Practice 2014.

Policy updated by Sharon McClelland (SENDCO) September 2025.

The review of this policy will be initiated by the SENDCO in September 2027 or in the event of Government changes in legislation or to the Code of Practice.

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