

Links to other policies

See also:

- Accessibility plan
- Admissions policy
- Behaviour policy
- Equality Opportunities policy
- Intimate care procedures
- Positive Handling policy
- Safeguarding policy
- Supporting pupils with medical conditions policy
- Teaching and Learning policy

Date of Policy: November 2022

Review date: November 2025

Monitored by: Headteacher, Governing Body, SENCO
Children and Families Bill 2013 Special educational needs
(SEN)

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability.

Progress and next steps including by:

- replacing old statements with a new birth- to-25 education, health and care plan;
- offering families personal budgets; and improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together.

St George's Beneficial Church of England Primary



SEND policy

Date of policy: November 2022

Review date: November 2025

SEND Policy

At St George's Beneficial C of E Primary School, we are determined to meet the educational needs of our pupils. We encourage independence and full participation in life at our school.

Key Principles

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need/additional need.
- To establish regular good home school communication with parents/ carers; the partnership being key in the identification, planning for, support and review of their children's needs.
- To ensure that all children have appropriate access to the National Curriculum regardless of their ability, ethnicity, special needs or disability.
- To involve the pupil wherever possible with planning and target setting of his/her programme of work.
- To assess and review needs and provision regularly, and to maintain clear records of any action taken.
- To meet the requirements of the SEN Code of Practice (2014).

Outside Agencies

Pupils at our school may be involved with one or more of the following agencies:

Educational Psychology Service (EPS)

Speech and Language Therapy Services (SALT)

Vision and Hearing Team

Occupational Therapy Services (OT)

Outreach services

Emotional and Behaviour Support (MABS)

English as an additional Language (EMAS)

Child and Adolescent Mental Health Services (CAMHS)

Mental Health Support Team (MHST)

Transition

Strategies are in place to ensure exchange of information across age phases and key stages, between schools, parents, involved agencies and the local authority.

All SEND records and/or statement of inclusion are sent on to receiving schools and the SENCO will make personal contact with the SENCO of these schools where possible.

Basic Information about SEND Provision.

The definition as stated in the SEN Code of Practice 2014, 1:3 (CoP) – ‘children have special educational needs if they have a learning difficulty which calls for special education provision being made for them.’

SEND includes those who have a disability or serious medical condition.

Some children have needs or disabilities that affect their ability to learn. These are categorised into 4 main areas:

- Communication & Interaction (CL)
- Cognitive & Language (CI)
- Social, Emotional & mental Health (SEMH)
- Sensory & Physical (SaP)

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

Objectives

- To provide quality first teaching across the school and curriculum, with suitably differentiated tasks.
- To identify (as early as possible), target and meet children’s individual needs.
- To ensure provision is made for identified children to enable them to access the full school curriculum.
- To encourage pupils to develop independence and seek to avoid over reliance on adults.

Governing Body

The named governor responsible for SEND is Cheryl Sewell. The governors meet their statutory responsibility through the delegation of the Head Teacher, determine the school’s general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school’s work.

The governors of St. George’s Beneficial C of E Primary School subscribe to the Portsmouth admission policy for local authority schools. Governors will not discriminate against any pupil when determining admission to the school.

Complaints

Parents who have concerns about SEND provision for their child should, in the first instance, speak to the child’s class teacher or SENCO. If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher. The Chair of Governors may be involved through the school’s complaints procedure.

- To involve children by listening to their views, reviewing their work and evaluating progress alongside them.
- To encourage parents/ carers to be actively involved in all aspects of their child's education.
- To continuously enhance staff knowledge and skills for working with pupils with SEND.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- To review needs and provision for budgeting, planning and resourcing for SEND.
- To access appropriate outside agencies / expertise to support the needs of our pupils with SEND.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND.

Identification and Assessment

When pupils enter our school the SENCO will note any SEND identified and seek to liaise with previous schools.

The Class teacher will consult with the SENCO about any pupils causing concern and after discussion the pupil will be included in an intervention programme as necessary and, if appropriate, placed on the SEND Register.

Parents will be informed if their child is included in an intervention programme or they are on the SEND Register at parents' evening.

The headteacher has been delegated overall responsibility for special needs from the Governing Body, and the SENCO manages the framework of provision for pupils with SEND. The Head Teacher keeps the governing body fully informed and also works closely with the school's SENCO and members of the Learning and Pastoral Support team (LAPS)

All teachers and support staff are aware of the school's SEND policy and the school's procedures for identifying, assessing and making provision for pupils with SEND.

Learning and Pastoral Support (LAPS)

Regular meetings are held, which are attended by the Headteacher, SENCO, Learning Mentors and Parent Partner. These meetings are used to highlight and monitor the most vulnerable children and deploy support as necessary as the group are most able.

In addition, members of the:

- Police force, community police support workers and community wardens are invited to attend as the need arises.

Support Staff

The support staff team meet with the SENCO termly, or as the need arises, to ensure the needs of our most vulnerable children are being met and training needs are identified and addressed. Should a support staff member have a concern relating to a pupil they are working with their first point of contact should be the class teacher. The teacher will direct the assistant to speak with the SENCO or another member of the LAPs team as applicable.)

Education, Health and Care Plans

If various strategies and/or programmes have been implemented and continued for a reasonable amount of time and the pupil's needs remain such that they cannot be effectively met within the resources normally available to the school, after consultation with parents/carers a request for statutory assessment may be made to the Local Authority.

For children who are being statutorily assessed by the local authority, advice and support is available from the Parent Partnership.

Supporting children with medical needs

Some children with medical needs will also have SEND needs. At St. George's, we support pupils with medical conditions so that they have full access to education, including school trips and physical education.

Curriculum Access and Provision

Our school provides pupils with SEND with a broad and balanced curriculum. Teachers differentiate work in order to meet the learning needs of all pupils.

Additional Provision may be:

- In class support for small groups with the class teacher or teaching assistant
- Small group withdrawal with a teaching assistant/qualified teacher
- Individual class support / individual withdrawal
- Further differentiation of resources

Resources

Resources are generally disseminated to class bases on need. Some resources are held in the central SEN cupboard. Subject to budget constraints the school will purchase resources as recommended by specialists.

A child in possession of an EHCP is entitled to funding from the school's delegated budget. The school can allocate the funding through specialist resources, adult support or commissioning specialist services to support in the needs of the pupil. Where a child's needs require 1:1 support above 15 hours, the local authority will give additional funding.

The role of the SENCO

The SENCO at St George's is Mrs Natalie Truss. The role involves:

- Overseeing and maintaining the Special Needs register
- Managing the day to day operation of the SEN policy
- Liaising with and advising colleagues as appropriate, referring to the Portsmouth Local Offer
<https://portsmouthlocaloffer.org/>
- Meeting with professional from outside agencies
- Monitor the effectiveness of interventions and their use of in class support
- Analysis of pupil tracking and progress data for individuals and vulnerable groups of pupils
- Strategic development of SEND – to be recorded in the School Development Plan
- Line manage 1:1s and SNA staff and provide a strategic plan of training for support staff
- Lead Learning and Pastoral Support meetings
- Attending Team Around the Child/family meetings, Child in Need or Child Protection meetings (in role as deputy Designated Safeguarding Lead)
- Leading on Early Help for children and parents