



## St Leonard's C of E Primary School

*Nurturing hearts, minds and bodies through Christ*

# *Special Educational Needs and Disability Policy*

**Person Responsible:** Amy Smith (SEND Co-ordinator)

**Date Approved:**

**Approved by:**

**Date for Review:**

## Our Aims and Intent

Within SEND our vision is to go beyond inclusion to belonging, we want all of our children to be truly valued members of our school community and gain the knowledge, skills and confidence to fulfil their potential.

Our school vision is to provide a nurturing, Christian environment where pupils develop a passion for learning about the world around them to become vibrant learners who use their abilities, *knowledge and values to grow into faithful stewards of God's Creation.*

We aim to provide learning and experiences to enable all pupils to develop spiritually, intellectually, emotionally, morally and physically so that our children develop a depth of understanding which is deep rooted and as such provide a 'good soil' so pupils go on to produce a bountiful crop.

*"Still other seed fell on the good soil, where it produced a crop – a hundred, sixty or thirty times what was sown." Matthew 13:8*



We want all our pupils to flourish so that they can produce **FRUITS** and by the end of year 6 we aim for all pupils, including those with SEND, to academically, emotionally and socially have the necessary skills to achieve and lead a life that is fulfilled and enriched.

How does the teaching of SEND pupils impact our aim?

Aim	What impact does the SEND policy have on this
<b>Faith</b> - to develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. (John 1:12)	Children have faith in trusted adults and truly know that their teachers have their best interests at heart. Children develop a strong belief in themselves and their abilities. This will give them the knowledge, skills

	and confidence needed to overcome barriers, develop resilience, persevere during challenging times and ultimately, succeed.
<b>Relationships</b> - to flourish through strong relationships with themselves, each, other, creation and God. (Luke 10:27)	Staff work hard to get to know the children when they start here at St <b>Leonard's</b> and focus on building strong, trusting relationships. These relationships based on mutual respect between staff and children act as a wonderful model on which children can base their own relationships with one another. We aim to develop a culture where meaningful relationships are at the heart of our high quality teaching, enabling staff to plan effectively for individuals using strength to support areas of need.
<b>Uniqueness</b> - to have the self-confidence to understand their uniqueness and God-given purpose to become the person god created them to be. (Matthew 10:30)	The policy builds upon a culture where all members of our school community, staff and children alike, understand that our individual differences create community strength and where diversity is truly celebrated. Our staff celebrate the uniqueness of each child within <i>school and are able to understand each child's talents and gifts because</i> of the strong relationships that have been built. Staff will use these <i>talents alongside other areas of work to build children's confidence</i> across disciplines. Staff provide opportunities for children to explore this uniqueness further in an environment where children feel safe to do so.
<b>Intellect</b> - to develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment (Proverbs 3:13)	As a school we deliver high quality teaching and our teachers know how each pupil learns best enabling all children to access lessons, providing a range of opportunities that allow children to develop their intellect and achieve their full potential and flourish. The classroom environment is vitally important, and is planned carefully for individual need. Seating arrangements, displays, the temperature, lighting and quality of sound are all considered, and lesson delivery are all planned for to provide accessible and inclusive lessons. As a school we continually build upon the knowledge of the staff, empowering them to become confident and competent teachers of all of our pupils including those with SEND.
<b>Treat</b> themselves and others with dignity and respect maintaining a healthy body and thriving community (1 Peter 2:17)	Equality for all underpins the development of a consistent culture across our school where all <i>children's</i> efforts and successes are valued and celebrated equally. All children are treated with care, dignity and respect. The relationships between staff and children are built on respect and trust and through this, children learn to respect others and themselves. Pupils are supported to be involved in the wider community such as attending church services throughout the year and visiting local care homes to sing and speak to the residents. Children are supported to attend afterschool clubs as well as sporting events throughout the year.
<b>Salvation</b> - to have a recognition that we need to seek forgiveness through Jesus to become friends with God (Ephesians 2: 8-9)	Our policy helps children to understand that we are all wonderfully unique individuals who all make mistakes, children and adults alike. Those mistakes do not define us but are learning experiences from which we can move forward and grow. We can make amends through restorative actions and through prayer. Ensuring emotional security through praise and encouragement will ensure children feel safe and secure and become reflective learners.

## Identification and monitoring of SEND.

The Code of Practice (2014) states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. It states that 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.

### The Broad Areas of Need

The SEND Code of practice (2014) highlights four broad areas of need. These are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health needs
- Physical and/or Sensory Needs

Independence and self-help is highlighted as an additional area of need.

*At St. Leonard's* we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities. The SENDCo liaises closely with other members of the leadership team and class teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, SATs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve best outcomes. The purpose of identification is to identify the best action for school to undertake and not to fit children into a category.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Both qualitative (observations and discussion) and quantitative (formal assessments) assessment is used to assess the child as a whole and identify not only areas of need, but also each *child's areas of strength*. Additionally, *half termly pupil progress meetings are held with class teachers and the Senior Leadership Team*, to discuss the progress of each child and the effectiveness of and update provision and interventions.

### SEND Identification Process: Graduated Response

Step 1. Initial concerns

The first response is targeted high quality teaching where staff use a variety of teaching approaches and *inclusive practices*. Teachers identify pupils making less than expected progress, given their age and individual circumstances. Additional reasons for concerns are explored or ruled out (e.g. attendance, EAL, ACEs). Parents are informed and the SENDco may make a referral to the relevant service. E.g. speech and language. At this stage, an early help referral may be made by our DSL in consultation with parents.

### *Step 2. Adaptive practice and interventions*

*At this stage the class teacher, with advice from the SENDCo where needed, will make further adaptations to classroom practice. This may include adaptation of the resources used and / or to the strategies adopted by the teacher. The adaptations made by the class teacher aim to remove barriers and use individual strengths to support areas of need.*

*Classroom staff, supported by leaders, outline specific, additional and time-limited interventions for children who are falling behind the age expected level. Interventions at this stage are often targeted at a group of pupils with similar needs or children who need the boost in order to access whole class teaching. These interventions aim to remove barriers, plug gaps and develop skills. Intervention and provision plans are shared with parents termly.*

*The class teacher will record classroom adaptations and interventions and review their impact after a period of time.*

### *Step 3. Specialist involvement*

If children do not make expected progress as a result of the interventions and high-quality teaching or the gap between their developmental stage and that of their pupils of the same age becomes more significant, teaching staff will inform the SENDco, who will request *specialist advice from relevant professionals*. A targeted plan is then co-produced to identify further adaptations and desired outcomes. If specialists feel the child requires provision that is 'additional to and different from' their peers of the same age, the SENDCo will add the child to SEND register and parents informed.

- \* If when a child starts at our school and their level of need is assessed as being significant, classroom staff report this to their key stage leader and to the SENDCo and further observations and assessments would be completed. In this case staff would move straight to Step 3 of the above process and specialist advice and assessment would be sought.*

This provision is continually reassessed and reviewed and plans and approaches adapted as *needed to continually meet children's needs*. EHC plans (which describe the child's special educational, health and social care needs and explains the extra support that will be provided to help meet those needs, make progress and achieve their goals) will be reviewed informally within school termly, as short-term targets and outcomes are reviewed by the class teacher, and where

necessary, the SENDCO, and a formal annual review will be held once per year (every 6 months within the early years). During this review all professionals involved in supporting the child, will *be invited to discuss the child's progress, needs and provision and new shorter term targets will be* made for the coming year. This approach of assess, plan, do and review, is *called the 'graduated approach'.*

### The Graduated Approach

A cycle of Assess, Plan, Do, Review is used and it is through this cycle that decisions and actions will be revisited, refined and revised with a growing understanding of the *child's needs and of* what supports the child requires to enable good progress and outcomes.

## Managing Pupils Needs on the SEN register

Every class teacher, working alongside other professionals both in and out of school, is responsible for the progress of the children within their classroom. The Senior Leadership Team is responsible for overseeing provision in school. *Children's attainment and progress is reviewed at least termly* as detailed above, and next steps put in place from there. Individual Learning Plans and One Page Profiles, are used to evidence adapted provision as informed by specialists. Children and families are *involved in planning for progress through regular discussions about 'next steps'.* The child's voice is central to every review of progress. A child will be exited from the SEN register when they are accessing differentiation within the class; that is, they do not need anything above and beyond what is offered to the class as a whole.

## Staff Training

As a school, we prioritise training for our whole school staff team. Additionally, the SENDCO takes part in termly training sessions and new and up to date information is shared with senior leaders and staff regularly. All staff take part in regular SEND training, delivered by specialists on a whole school and individualised basis. Our regular SEND training is planned in response to *need.* At St Leonard's we have positive, professional and long-standing relationships with many outside agencies who, in addition to their roles in directly supporting children, also provide regular up to date training for our staff on a whole school level. Additionally, our staff have regular direct *support from specialists, who provide 'on the spot' training on specific approaches tailored to* current staff and child need.

## Supporting Children and Families

*Our families can be directed towards the school's SEN report found on our website which provides detailed information about SEND provision here at St. Leonard's. Families can also access*

*Lancashire's Local Offer, found here:* [http://www.heasandfordps.co.uk/wordpresshps/?page\\_id=129](http://www.heasandfordps.co.uk/wordpresshps/?page_id=129)) which provides additional information which may be helpful in making decisions about next steps for children.

Our Pastoral team work closely with the SENDco and can signpost our families to a variety of support. This team, along-side the SENDCO where appropriate, can use the Early Help Assessment (EHA) process and Team Around the Family (TAF) to facilitate links with other agencies and provide regular support for our families.

## Supporting Children with Medical Conditions

*At St. Leonard's we recognise that children with medical conditions should be effectively supported to have full access to the curriculum. Staff training and support is commissioned as needed. Some children with medical conditions will be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some will also have SEN and may have an Education, Health and Care Plan which brings together health and social care, as well as special educational provision. The person responsible for coordinating provision for children with medical needs is Matthew Gaukroger(DSL).*

## Admission and Access Arrangements

*At St. Leonard's school we pride ourselves on our inclusivity and welcome all children into our school family, irrespective of their ability and special educational needs, as long as this is in the best interests of the children. We anticipate that the needs of the vast majority of children will be met within our existing high-quality school provision. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.*

*St Leonard's complies with all relevant accessibility requirements. In line with SENDA 2002 and the Equality Act 2010 and has in place up-to-date Accessibility Plans. These will ensure that all staff and pupils have full and easy access to all areas, both inside and outside the building(s), with appropriate furniture and equipment available where needed.*

## Allocation of resources for pupils with SEND

Resources are allocated and implemented as advised by specialists. All children with SEND will have access to Notational SEND Funding. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Pupil premium and other funds may also be accessed to support the requirements of SEND children.

## Storing and Managing Information

Documents are stored securely in school. Hard copies of documents are kept in locked cabinets within locked offices. Electronic copies of documents are password protected. Electronic transfer of records is done securely.

## Complaints Procedure

If a parent or carer has any concerns regarding the education of their child with SEN they should contact school immediately. School recommends that if appropriate, you should Firstly, contact the class teacher via the school office. Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or SENCo. Finally, *reference should be made to the school's Complaints Policy should further action be deemed necessary. Any complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.*