



Special Educational Needs and Disabilities Policy

Date Agreed: November 2022

Review Date: November 2023

Signed: _____
Chair of Governors

**Diocese of Chichester Academy Trust
St Blasius Academy C of E Primary Academy**

Special Educational Needs and Disabilities (SEND) Policy

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	May 2017	CW	Govs	Staff changes
2	October 2017	CW	Govs	Reviewed Policy
3	January 2019	CW	TCP	Reviewed Policy
4	January 2020	CW	LGB	Reviewed policy
5	November 2020	RL	Govs	Reviewed/Amended Policy
6	November 2021	RL	Govs	Reviewed/Amended Policy

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Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0-25 (April 2015) and has been written with reference to the following documents:

- Equality Act 2010: advice for academy DfE Feb 2013
- SEND Code of Practice 0-25 (April 2015)
- School SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at academy with medical conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)
- Education and Childcare COVID-19 Guidance (2021)

This policy has been created by the Academies Officer for the PWDAT and should be reviewed locally in each academy by the Special Educational Needs Coordinator (SENCO), in liaison with the Special Educational Needs (SEN) Governor, Senior Leadership Team as well as staff and families of pupils' with Special Educational Needs and Disabilities (SEND).

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been reviewed by Sam Mcluckie in liaison with the Principal, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

In compliance with the SEN Code of Practice, 2015 and SEN Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the academy SEN Register. Should a pupil require provision that is additional and different they are placed on the SEN Register under one single category, namely SEN Support. Their provision will be identified and progress monitored via Individual Educational Passports.

This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND, including those identified as Gifted and Talented.

SENCo: Sam Mcluckie

The SENCO is currently undertaking the National Accreditation for Special Educational Needs (as of 20/09/2022)

SEN Assistant: Samantha Lutas (Family Liaison Officer)

Admissions

Our Governing body embraces the view that the admissions criteria should not discriminate against any pupil with SEND and have due regard for the practice advocated in the Code of Practice, in that,

"All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applications for admission." (Code of Practice 1:33)

1. Aims and Objectives

At St Blasius C of E Primary Academy, we aim to provide every child with access to a broad and balanced curriculum. We recognise that some pupils may have additional needs at some time during their academy life and this policy details the way in which our academy will respond to meet these needs.

Our objectives with respect to supporting children with special education needs and disabilities (SEND) are:

- To ensure that all children are valued equally.
- To ensure that as a school we minimise the effect that COVID 19, lockdown and home learning has had on all pupils.
- To ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- To ensure that all pupils have access to a broad and balanced curriculum through identifying and overcoming barriers to learning.
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their academy career.
- To ensure that pupils with SEND take a full part in all academy activities, where suitable.

- To work with families to ensure the best outcomes for children; involving them at all stages of their child's education, reporting on progress and supporting them to understand SEND procedures and practices.
- To promote consistently high expectations and aspirations for pupils with SEND.
- To build an academy environment that develops reflective learners, supporting pupils with SEND to reflect on their learning and contribute to decisions about their support.
- To work collaboratively with outside agencies to access the best support for pupils.
- Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
- Ensure that teaching and learning is multi-sensory.
- Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

2. Definition and Identification

The Special Educational Needs and Disabilities Code of Practice (2014) provides the following definition of SEN:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A child of compulsory academy age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Behaviour is no longer identified as a category of need, as the focus should be on identifying the underlying cause of behaviours exhibited.

The purpose of identification is to ensure appropriate support can be identified and provided, not to fit pupils into categories. Our academy seeks to evaluate the needs of the child as a whole, which will include all aspects of the child, not simply the area of identified SEN. This is to ensure that all barriers to learning can be addressed and to provide the best chances of success and achievement for every child.

Many factors may impact on the progress and attainment of children, but not all factors will be considered SEN, these may include:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman

3. A Graduated Approach to SEN Support

At St Blasius, all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants.

Assess – Plan – Do – Review

At every stage of support for children, we employ an 'Assess, Plan, Do and Review' process. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grow. This may be the class teacher/s' own assessment and adaptation of learning within the classroom environment, it may be in collaboration with the SENCO and families as part of our response to children requiring SEN support or external agencies. The cycle also enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess:

- Completion of an Initial Concern Form, with or without assistance of the SENCO to identify and highlight specific needs of the child. This starts the formal process of SEND identification in specific pupils
- Teacher's high quality, accurate formative assessment and experience of child
- Pupil progress, attainment and behaviour
- Development & attainment in comparison to peers
- Views and experiences of parents
- The child's own views
- If relevant, assessments, views of and advice from external services.

Plan:

A plan will be drawn up by SENCO and class teacher in consultation with parents and child. It will include:

- The outcomes agreed for the next half term
 - The support and interventions to be put in place
 - The expected impact on progress, development or behaviour
 - A clear date for review (termly for Individual Education Passports/ half termly for initial interventions)
 - The plan will be recorded on the pupil's Individual Educational Passport
 - A copy will be shared with the parents and child
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- The class teacher remains responsible for working with the child on a daily basis and works closely with TAs or specialist staff to plan and assess the impact of the interventions.

- The SENCO 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:

- Parents will be invited to attend review meetings with the SENCO at least termly and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new plan will then be drawn up and added to the ongoing Individual Educational Passport
- Parents will be given copies of all notes recorded at the review

Quality First Teaching

First and foremost, children's needs are met by quality first teaching in all classes. Class teachers are responsible for the learning and progress of children within their class, including those accessing additional support and will continually review progress, attainment and provision to endeavour to meet each child's needs and ensure access to the curriculum. In addition to this, pupil progress meetings are held every half term, during which attainment and progress are reviewed with the class teacher, SENCO and a member of the senior leadership team.

Any pupils who are falling outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored and support instigated.

Once a pupil has been identified as possibly having SEN, staff will complete an initial concern form and closely monitor them in order to gauge their level of learning and possible difficulties. This is in accordance with Stage 2 on the school's graduated response plan.

This will include:

- 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. This may be done in consultation with other colleagues, including the SENCO. It may also be beneficial for the SENCO or familiar LSA to complete a short Blank Level Assessment to gauge the child's knowledge of expressive and receptive communication
- The SENCO will be consulted as needed, for support and advice and may wish to observe the pupil in class.

Through the above steps we will then determine the level of provision needed for the child going forward. This may mean that they are identified as requiring SEN support and will be added to the academy's SEN register.

If a pupil has recently been removed from the SEN register they may also be closely observed and monitored to ensure continued progress, but would no longer be identified as requiring SEN Support.

Families will be informed of each stage of their child's development and the circumstances under which they are being monitored. We also encourage families to share information and knowledge with the academy.

If families are concerned about their child's attainment or progress they should discuss this with their child's class teacher in the first instance. There are also termly opportunities to share any concerns through learning conversations.

SEN Support

If it is decided that a child's needs cannot be fully met through high quality teaching and/or targeted intervention, then we will identify them as requiring SEN support. This will mean that the child is added to our SEN register and they will be receiving support that is additional to and/or different from that of their peers.

An Individual Educational Passport and personalised learning targets will be developed in collaboration with the child, their family, class teacher, LSA and SENCO to ensure that appropriate provision can be put in place to support the child in achieving their targets.

If, after a term of working with personalised targets from their Individual Educational Plan, the child's progress is still concerning they will be referred to external agencies for support. This is in accordance with Stage 3 on the school's graduated response plan for SEN.

Application 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 academy, 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. Additionally, if the previous three stages of the graduated response have failed to make a significant impact on the child's progress within school they will be referred for EHCP assessment.

The decision to make a referral for an Education, Health and Care Plan will usually 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
- SENCO
- 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 the child is eligible for an EHCP Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP Plan.

Further information about EHCP Plans can found via the SEND Local Offer: www.hantslocaloffer.info/

Annual review of an Education, Health and Care Plan

The academy will review each educational, health and care plan annually and the SENCO will invite:

- The child's parent or carer
- The relevant class teacher
- The Principal ○
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the SENCO considers appropriate
- The aim of the review will be to:
 - Assess the pupil's progress in relation to targets outlined in the EHCP
 - Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing EHCP
- Set new targets for the coming year when the EHCP is to be maintained;
- Consider placement setting if pupil is approaching a transition point or anyone present considers that the current setting is no longer meeting the child's needs

4. Managing provision

Provision is decided and managed by the Class Teacher and the SENCO, depending on the child's needs. We offer a variety of provision for children with Special Educational

Needs. These include Speech and Language Therapy, ELSA groups, social groups and fine motor support. We also offer writing and spelling interventions, reading, phonics and maths intervention groups for children that need extra support. There are many resources to help children access learning, for example; pencil grips, individual reward/behaviour systems, reflection areas to calm down, coloured overlays, iPads, apps and practical resources in maths.

5. Pupil Progress

The progress and attainment of all pupils is monitored on a half termly basis and is reviewed by the Class Teacher, SENCO and a member of the Senior Leadership Team. In addition to this, the progress of children on the SEN register is monitored and reviewed regularly through ongoing review of intervention support provided. This is overseen by the SENCO, but all those working with children will monitor and reflect on progress, this will include LSAs, the HLTA and Class Teachers.

Adequate progress is defined as that which:

- narrows the attainment gap between the pupil and their peers
- prevents the attainment gap increasing
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves the pupil's previous progress rate
- ensures full curricular access
- shows an improvement in self-help, social or personal skills
- shows improvement in the pupils' behaviour.

6. Exit

Children will be removed from our SEN register when the academy and other agencies are satisfied that their progress and attainment is at a level which is considered appropriate to their age group. At this point children will be closely monitored to ensure that progress is maintained.

7. Supporting pupils and families

We firmly believe in developing a strong partnership with parents and believe that this enables children and young people with SEND to achieve their full potential. The academy recognises the parents key role in the process and that they have much to

contribute as they have a unique overview of the child's needs and the best way to support them.

Likewise, pupils will be encouraged to participate in the decision-making processes affecting them, depending on age and appropriateness. Support will be given to pupils to allow them to engage, at an appropriate level, in the process.

The academy will assist families in accessing support from external agencies where this may be appropriate and information relating to Hampshire's local offer as well as direct contact information for some service is readily available to parents through the academy's website or on request if internet access is not available. The school's Family Liaison Officer will also be able to support in this capacity.

<https://www.stblasiusacademy.co.uk/local-offer>

8. Supporting pupils at academy with medical conditions

The academy recognises that pupils at the academy with medical conditions should be properly supported so that they have full access to education, including academy trips and physical education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.

Whilst a medical condition does not mean a child will automatically be placed on the SEN register, some may experience SEN. In these instances, the child may already have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the Code of Practice (2015) is followed.

The academy has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. See the academy policy for supporting Pupils with Medical Conditions for more detailed information including the name of the member of staff who leads on this aspect of care.

The academy follows all guidance from the DfE on Covid-19 Procedures.

9. Monitoring and evaluating provision

The SENCO monitors the movement of children within the SEN system in the academy and provides staff and governors with termly summary reports of the impact of current provision and policy. The SENCO is involved in supporting teachers and in drawing up Individual Educational Passports for children, detailing specific targets and provision.

The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, termly and annual reviews, on an individual and cumulative basis in conjunction with the Governors, Principal, SLT, teaching staff and

parents in line with an active process of continual review and improvement of whole academy practice.

The senior leadership team holds half termly pupil progress meetings with class teachers, which focus individual children and whole class matters relating to progress.

10. Training and resources

Training needs are met through a number of different means. These include:

- Internal continuing professional development (CPD) sessions provided to staff to ensure appropriate information is disseminated
- The SENCO attends CPD sessions through external providers
- All staff have CPD sessions relevant to SEN provision and we run an in house CPD programme for our LSAs, ensuring relevant training and information is provided
- Staff have access to online training resources for their own personal CPD
- Newly appointed teaching and support staff undertake an induction meeting with the SENCO who will explain systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils
- The SENCO regularly attends continuing profession development training courses and hosts/attends SEND network meetings in order to keep up to date with local and national developments in SEND
- Opportunities are taken for relevant CPD to be provided by outside agencies. We have a number of resources that staff can draw upon to assist in delivering support to children with SEN. Resources are continually reviewed and updated to reflect the current needs of the children within our setting
- The SENCO will regularly utilize time during development days and teacher meetings to reinforce the SEN strategies and protocols within the school in order to ensure relevant provision

11. Role and responsibilities

The role of SENCO

The SENCO plays a crucial role in the SEND provision of the academy; this involves working in collaboration with the Senior Leadership Team and Governing Body to determine the strategic development of the SEND policy as per the SEN code of Practice (2015). Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating the provision for pupils with SEND
- Liaising and giving advice to all staff working with pupils' in the academy
- Managing the interventions, the Teacher, HLTA or TA is delivering to have maximum impact on pupils'

- Initiating contact with external agencies and providers to support with SEN provision
- Overseeing records of pupils with SEND
- Liaising with parents of pupils with SEND
- Making a contribution to INSET
- Maintaining a graduated response for pupils with SEND
- Liaising with external agencies, LA support services, health, social services and voluntary bodies.
- Producing relevant paperwork e.g. for EHCP Assessment
- Producing the annual SEN Information Report

The role of the Governing Body

The Governing Body has an important responsibility with regards to pupils with SEND, these include:

- Ensuring that the provision for SEND pupils is made, regularly reviewed and that this is of a high standard
- Ensuring that all staff involved with teaching pupils with a statement (EHCP) are fully informed of this statement
- Ensuring that SEND pupils are fully involved in academy activities
- Having a regard to the Code of Practice when carrying out responsibilities for pupils with SEND
- Being fully involved in developing and the subsequent review of the SEND policy
- Annually ratifying the SEN Information Report
- Informing parents on the academy's SEND Policy by publication on this policy and the SEN Information Report, on an annual basis, on the academy website

The role of the Principal

The Principal's responsibilities include:

- The day-to-day management of all aspects of the work of the academy, the SEND provision included
- Keeping the governing body well informed of SEND within the academy, in conjunction with the SENCO
- Working closely with anyone in the SEND team
- Informing parents of the fact that SEND provision has been made for their child, via the SENCO
- Ensuring that the academy has clear and flexible strategies for working with parents, ones that encourage parental involvement in their child's education

The role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to Special Needs. The teacher's responsibilities include:

- Being aware of the academy's procedures for the identification, assessment and subsequent provision for SEND pupils
- Collaborating with the SENCO to decide what action is required to assist the SEND pupil to progress
- Working with the SENCO to collect all available information on the SEND pupil
- In collaboration with the SENCO, to develop personal plans for SEND pupils
- Working with SEND pupils on a daily basis, delivering the individual programme as set out in the personal plans
- Developing positive and constructive relationships with parents.

Role of the Teaching Assistants

Teaching Assistants and Higher Level Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and class teachers. The learning of all pupils remains the responsibility of the class teacher at all times. Teaching Assistants are line managed by Phillipa Croucher (Deputy Principal) and Kathrine Mather (Assistant Principal).

12. Storing and managing information

The school complies with General Data Protection Regulations (GDPR) – March 2018.

All information is managed and stored in compliance with The Data Protection Act 2018. Please see the PWDAT Data Protection Policy for more detailed information.

All Individual Education Plans, Statements of SEN, EHCPs and other information in relation to the SEND of the pupils are kept in a locked cabinet in a secure office. Information stored electronically is on the academy's secure server. Relevant information is copied and given to the class teacher, support staff and parents.

Any Child Protection, Child In Need or other Social Care paperwork will be kept in a locked fireproof cupboard in the office of the Assistant Principal and Family Liaison Officer.

When a pupil with SEND moves to another school, their SEND files are, wherever possible, delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENCO not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.

The SENCO ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including, offices, staffroom, classrooms, unless it is

required for Safeguarding e.g. medical needs such as allergies, in which case, explicit consent is gained.

All staff have received GDPR training and are aware of confidentiality requirements with regard to information about pupils and families.

All copies of paperwork will be kept for the number of years specified in the regulations and will remain confidential.

13. Reviewing the policy

This policy will be reviewed annually. However, interim reviews may be carried out should it be considered necessary in light of any relevant information, including changes in DfE statute and/or guidance.

14. Accessibility

All classrooms and learning areas within the academy are fully accessible. We also have accessible toilets and changing room/shower facilities in Reception class.

Further information on accessibility can be obtained through the academy's Accessibility Policy and Plan at: <https://www.stblasiusacademy.co.uk/policies>

15. Safeguarding

Children with Special Educational Needs and disabilities can face additional safeguarding challenges.

All staff at St Blasius are aware of these challenges. Further details can be found in the school's Safeguarding Policy which can be viewed on the school website.

16. Bullying

The academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place in our academy, we act immediately to stop any further occurrences of such behaviour.

Please refer to our academy behaviour policy for further information: <https://www.stblasiusacademy.co.uk/policies>

17. Complaints

The academy's complaints procedure is outlined in the academy brochure, individual complaints policy as well as on the academy website. A copy of the complaints policy and procedure is available from the academy office for parents and carers upon request and also available to download from the academy website, as above. The Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements and these can be explained to parents if required.