



Each bee plays a part in the hive

Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.

1 Corinthians 12: 12-31



Stretton Sugwas Church of England Academy

Special Education Needs Policy

Reviewed: Autumn 2022

Mrs S Atkinson

SEND Vision Statement

All teachers are a teachers of pupils with SEN.

Stretton Sugwas Church of England Academy is a Church of England Academy, committed to excellence. Working in partnership with parents and the community, we seek to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility. We aim to give high priority to the spiritual development of the whole school community rooted in Christian values. 'Each bee plays a part in the hive' underpins our belief that there is something wonderful in everybody and providing a caring, loving and open environment in which to nurture that is paramount.

1. Introduction

This policy was developed in consultation with pupils, parents, governors and all staff members and takes account of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014).

It has also been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)

2. Aims

At Stretton Sugwas the emphasis is on a whole school approach. All staff accept responsibility for providing all children with ambitious, yet realistic learning goals in a broad-based, creative and appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment and this is what we do. Assessment methods are used effectively to inform target setting which are deliberately ambitious. Lesson planning is differentiated accordingly, with potential barriers removed, to ensure pupils with SEN can access the full National Curriculum.

Success for all is our ultimate objective. Our school provides a focus on outcomes for pupils and not just hours of provision and support; raising expectations and attainment is at the forefront of our approach.

The SEN code of practice 2014 states that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

This Policy focuses on the learning and progress of those children who have needs considered as falling under four broad categories:

- *Communication and Interaction
- *Cognition and Learning
- *Social, mental and emotional health difficulties (that may affect behaviour)
- *Sensory and/or Physical (including Vision & Hearing)

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: **being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being.**

SENCo (Special Educational Needs Co-ordinator) – Mrs Atkinson
Governor with responsibility – Judith Dawkins

3. Objectives

- To identify and provide for pupils with special educational needs and disabilities using rigorous assessment and ensure that their needs are met.
- To work within the guidance provided in the SEND Code of Practice (2014).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Co-ordinator (SENCo).
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnerships and high level engagement with parents/carers.
- To ensure access to the curriculum for all pupils.

4. Identifying Special Educational Needs

The School is committed to the early identification of Special Educational Needs and recognises the four broad categories of need in the SEN Code of Practice 2014. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. A range of evidence is collected through the School's rigorous assessment and monitoring arrangements. If this indicates that the child is not making the expected progress, the Class teacher will consult the SENCO in order to decide whether **additional and/or different provision or further assessment** is necessary.

*Other factors which may impact on progress and attainment (but are **NOT SEN**) are:- disability, attendance and punctuality, health and welfare, EAL, receipt of Pupil Premium grant, being a Looked After Child and being a child of a serviceman/woman.

5. Management of Pupils with SEN (A Graduated Approach)

The class teacher is responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. This will be reviewed as part of an 'Assess-Plan- Do- Review' cycle with the teacher at regular Pupil Progress meetings. We believe that additional intervention and support cannot compensate for a lack of good quality teaching. Support and training may be offered to teachers to improve their understanding of strategies to support specific pupils.

The school, pupil and parents work together to set appropriate targets and provision for the child which may be written into a Pupil Passport. It may be decided to place the child on a planned SEN support programme (intervention group) which would be recorded on a Pupil Passport or to provide additional support within the classroom. Where progress does not improve, despite planned provision, a child may be placed on the school's SEN register and outside agencies contacted for further guidance. Where the needs of the child are broader or more complex and/or a family may want to access specialist schooling a child may be put forward for an Education, Health and Care Plan (EHC). This replaces the Statement of Special Educational Needs.

See – <http://www.strettonsgwas.com/sen-safeguarding> for the school's local offer (information report).

6. Criteria for exiting the SEN register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they should be removed from the SEN register and placed on a 'Watching Brief' for a year to monitor ongoing progress.

7. Supporting Pupils and Families

Refer to 'School's Offer' and SEN Information report on school website, or available from the school reception office.

We have strong links with other agencies to support the family and pupil (please see website).

Person-centred planning and the Pupil Passport

The Pupil Passport is a planning, teaching and reviewing tool developed in conjunction with the pupil, parents, support staff and SENCo. It is a living record, which underpins the process of planning intervention for the individual with SEN.

Pupil passports are teaching and learning plans setting out:

- **The needs that have been identified**
- **How to remove key barriers to learning effectively (i.e. what works)**
- **The short-term targets set for or by the pupil (SMART)**
- **The teaching strategies to be used**
- **The provision to be put in place**
- **When the plan is to be reviewed**
- **A clear outcome to be achieved within an agreed time frame**
- **Success criteria**

Review

- The class teacher has overall responsibility for maintaining and updating the

- passport and evidencing progress according to the outcomes described in the plan.
- Targets must be reviewed and reset frequently throughout each term by the class teacher and pupil.
 - The Pupil Passport will be reviewed with the teacher, SENCO, teaching assistant and, where appropriate, the pupil, at least twice a year to measure progress, ensure that interventions and actions remain appropriate and that the provision for the pupil continues to match the nature of their needs.
 - Parents/carers will be invited to participate in the review process
 - Where outside agencies are involved they will be invited to participate in the review process.

Pupil Involvement

The Pupil Passport is concerned with understanding the individual and unique needs of the pupil, setting of targets and understanding the support needed to help them move forward with their learning. It is essential that pupils are actively involved in their Passport. This means pupils must know and understand their targets, what to do to achieve them, and who will help them to achieve them. Teachers 'work with' not 'do to' the pupil to ensure success.

Parent Involvement

The involvement of parents in their children's learning is vital to success. Parents need to be informed when concerns arise. Staff ensure parents are fully aware of their child's Pupil passport and additional provision, and are consulted with regard to reviews. Parental views are actively sought and recorded. Copies of the Pupil Passport and reviews must be made available for parents. Parents and teachers meet once a term to discuss the Pupil Passport with the SENCo if desired. When the child is moving to a different class, meetings will take place with the present and future teachers, parents and TAs to ensure a smooth transition.

We offer the CAF support process where appropriate and signpost to other outside agencies. In addition we have a Learning Mentor who works with pupils and is available to support parents with concerns they may have regarding their child's social and emotional well-being.

8. Supporting Pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. If disabled, the school will comply with its duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care (EHC) Plan.

9. Monitoring and Evaluation of SEND

To ensure the quality of our SEND provision, the school will conduct regular audits involving the SENCo, the named governor for SEN, and head teacher. This will involve;-

- lesson observation

- book scrutiny
- data analysis of intervention programmes
- pupil progress meetings
- seeking of parent/pupil views
- monitoring staff CPD
- termly SENCo network meetings

10. Training and Resources

- SEND provisions are funded through Banded Funding, Pupil Premium and High Tariff Needs Funding (HTN).
- Training needs of staff and the school are identified through the School Development Plan, Performance Management Reviews and Individual Pupil Needs.
- All teachers and support staff will undertake induction on taking up a post so that they understand the structures, systems and practice within the school.
- The SENCo will access CPD as necessary and attend Network Meetings.
- The school has full NASEN membership.
- The school has links with many agencies, including: Speech and Language Service, Physiotherapy and Occupational Therapy Service and School Health. We work closely with the Learning Improvement Service Advisors and Educational Psychologists who provide a consultative model and can support training.

11. Roles and Responsibilities

Governors

- The governing body fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs.
- Ensure that all teachers are aware of the importance of providing for these pupils.
- Are involved in developing and monitoring the School's SEN policy.
- Have a named Governor for Special Educational Needs (Judy Dawkins) who maintains a watching brief on SEN and inclusion, and may challenge practice ensuring that the SEN and inclusion agenda remain at the forefront of school thinking.

Headteacher

- The Head teacher will keep the governing body fully informed in all aspects of the School's work, including provision for children with SEN.
- The Head teacher will work closely with the School's SEN Co-ordinator.

Special Needs Co-ordinator

The SENCo is Mrs S. Atkinson

The SENCo, working closely with the Head teacher, Deputy Head, governors and teachers will:

- Be closely involved in the strategic development of the SEN Policy and provision to raise the achievement of pupils with SEN.

- Have responsibility for the day-to-day operation of the School's SEN Policy, and for co-ordinating provision for Pupils with SEN, particularly with children on the school's SEN register. She will work closely with staff, parents/carers and other agencies.
- Seek to develop effective ways of overcoming barriers to learning.
- Be involved with monitoring the standards of pupil's achievements and in setting targets for pupil improvement.
- Oversee the records on all pupils with SEN.
- Liaise with and advise staff.
- Contribute to the in-service training of staff.
- Liaise with external agencies including the LA Support Services; Educational Psychology Services; Health and Social Care and voluntary bodies.
- Manage high needs funding by assessing additional needs against the High Needs Matrix in order to secure appropriate funding for SEN.
- Assist with and monitor interventions and map progress.
- Monitor, evaluate and report regularly to the named governor for SEN and the Head teacher.

Safeguarding Officer

The safeguarding officer is Miss C. O Reilly

Local Authority (LA)

The LA Support Service has adopted a consultative model.

Class Teacher

- All teachers are teachers of all children, including those with SEN.
- The provision of High Quality First Teaching is the cornerstone to effective SEN progress
- teachers must take a proactive approach in identifying pupils who are not achieving in line with their peers and remove barriers at the first opportunity
- The teacher must fully involve the parents at all stages of the above process.
- Parents need to be aware that their child has difficulties at the earliest opportunity. No action should be taken without informed parental consent.
- The teacher has the responsibility for the provision of work, activities and assessment related to the targets on the Pupil Passports and also keeping any one-to-one teaching assistants fully informed about the needs and progress of the pupil.
- The teacher has a responsibility to involve the pupil and encourage as much
- Participation as possible in his/her reviews and development targets.

Support Staff

- Some teaching assistants are trained to deliver specific interventions and are monitored by the SENCo.

- All support staff are expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND. Training to meet the needs of support staff is arranged according to whole school and individual pupil needs.
- Support staff are encouraged to discuss issues relating to SEN with the SENCo. Where individual and group training needs are identified of support staff the SENCo or Head teacher will facilitate training. Support staff are usually included in whole school training sessions.
- The contribution by support staff in the day-to-day implementation of the SEN Policy is highly valued and forms a crucial part of the success of the Policy.
- In line with the SEN Code of Practice 2014, the class teacher is the first port of call for the teaching assistant to discuss issues relating to pupils with SEN.
- The SENCo may be involved where further advice or discussion is needed.
- Monitoring suggests that where strong liaison between class teacher, teaching assistant and the SENCo exists, the needs of the pupil are met more effectively.

12. Storing and Managing Information - confidentiality

Information collected about a pupil's SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Head teacher or the SENCo, unless the school has Safeguarding concerns. Confidential information regarding a pupil's SEN is kept in the pupil's SEND file. If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly.

The class teacher's SEN File will contain copies of the original documents: Pupil Passports; Education and Health Care Plans; Medical Care Plans.

The SENCo keeps a file with copies of Pupil Passports and paper records of Intervention Programmes and relevant assessment data.

13. Accessibility

See Herefordshire County Council Accessibility in Schools for Disabled Pupils. Stretton Sugwas C of E Academy is fully compliant with Herefordshire Council's accessibility strategy and regularly updates and publishes its school's Accessibility Plan.

14. Complaints

The Head teacher and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision. They should first request a meeting with the class teacher. Should this not prove satisfactory the next step is to arrange a meeting with the Head teacher and SENCO when the issues can be discussed and rectified. If there is still cause for complaint it will be forwarded to the Chair of Governors and the correct procedures will take place in accordance with the Herefordshire School's complaints procedure.