

SEND POLICY

(Statutory Policy)

(Pupil Wellbeing Committee)

(Approval by Full Governing Body – 2 Year Review Cycle)

Date to be implemented from:	September 2023
Date to be reviewed by:	September 2025
Date Reviewed by Sub Committee:	
Approved by: Signed: (Chair – Full Governing Body) (Print Name) Date:	
This Policy supersedes any previous Policy of this name or instructions that pre-date this edition	

Policy Statement

1.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014, 3.65) and has been written with reference to the following guidance and documents:

- Equality Act 2010:advice for school DfE February 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with Medical Conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

1.2 St Andrew's School affirms that individuals are entitled to equal rights, responsibilities and opportunities. The School strives to ensure that all individuals are equally valued and everyone is treated with respect.

1.3 St Andrew's School will meet its legal duty to have a SEND Policy and meet any other legislation or requirements to ensure a fair environment for pupils, staff, parents/carers and visitors.

1.4 The Policy will be readily accessible within the School on the Website and in hardcopy.

2 Reviewing the Policy

2.1 Reviewing the Policy – St Andrew's School will assess the implementation and impact of this Policy on a continuous basis and undertake a regular formal review on an annual basis to ensure it is fit for purpose.

3 School Vision

3.1 Our vision is to become an outstanding School within a loving, Christian community.

3.2 Our parents/carers, children and staff will work together to enable all children to:

- achieve their potential
- learn in a safe, stimulating environment
- enjoy learning now and in the future

4 Purpose of Policy

4.1 At St Andrew's School, we are a Values School committed to educating and establishing an environment where all members of our community are equally valued and treated with respect. This Policy sets out our expectations and gives a framework for implementation.

4.2 At St Andrew's we are proud to provide a safe, stimulating and inclusive learning environment, where every member of our community is valued and respected.

4.3 At St Andrew's School, our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

4.4 We recognise that there are some children who require additional differentiated provision to enable them to have their needs met and will make provision to meet those needs either from within the resources available within the School or with the support of specialist support services.

4.5 We will take the views of the child into account and will encourage co-operation between parents/carers and School to enable each child to reach his/her potential. We are an inclusive School and all pupils will have an equal opportunity to benefit from the School's resources irrespective of their gender, ethnicity, religion, sexuality, ability or social circumstances.

5 Aim of Policy

5.1 The aim of this Policy is to create a culture and ethos where everyone, regardless of ability or need, is valued and encouraged to reach their full potential.

5.2 At St Andrew's CE Primary School, we aim to provide every child with access to a broad and balanced education. This includes the NC in line with the Special Educational Needs Code of Practice.

This will be achieved by:

- All staff members seeking to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry into the School.
- Rigorously monitoring the progress of all pupils in order to aid the identification of pupils with SEND.
- Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential and make progress.
- Making appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the NC and additional curriculum opportunities.
- Working with parent/carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- Working with, and in support of, outside agencies when the pupils' needs cannot be met by the School alone, including:

The Educational Psychology Service, Speech and Language Therapy,
Children and Adult Mental Health Service (CAMHS)

- Creating a School environment where pupils can contribute to their own learning. This means encouraging relationships with adults in School where pupils feel safe to share their own needs, through actively contributing to their own learning plans and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through School by wider opportunities such as School council, residential visits, School plays and sports teams.

6 Definitions

6.1 There have been changes to SEND Provision beginning in September 2014 and there is a transition phase to bring provision into line. The Legislation is Special Educational Needs and Disability Regulations 2014, the Special Educational Needs (Personal Budgets) Regulations 2014 and the Children and Families Act 2014 that impacts on SEND. ***Guidance for the 2014 Act has been updated several times and the new Guidance applies from September 1st 2015.***

6.2 Since September 2014 pupils requiring a statutory plan to secure the relevant provision to meet their SEN must be issued with an Education, Health and Care (EHC) Plan. The legal test of when a child or young person requires an EHC plan remains the same as that for a Statement of SEN under the 1996 Act hence, it is expected that all children who have a Statement of SEN and who would have continued to have one under the 1996 Act will be transferred to an EHC plan.

Further information about EHC Plans can found via the SEND Local Offer: www.barnet.gov.uk

6.3 The person responsible for coordinating and overseeing the provision for children with SEND is the

Inclusion Manager in conjunction with the SLT.

6.4 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 EHC Plans and those without. St Andrew's is a Voluntary Aided Church of England School within the

Diocese of St Albans. The Governing Body of the School is the Admission Authority. LB Barnet operates an agreed coordinated Admissions scheme in line with government legislation. The LA will co-ordinate the process on behalf of the School according to the scheme published each year. The Governing Body, as the Admission Authority, will allocate the available places in line with this Policy.

6.5 For children of compulsory School age, they have a special educational need/learning difficulty or disability if they:

1. have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream Schools or mainstream post-16 institutions.

If a child has SEN or disabilities their needs will fall into one or more of the following four areas:

Communication and interaction

- Speech, language and communication needs(SLCN)
- Autism

Cognition and Learning

- Specific learning difficulty(SpLD)
- Moderate learning difficulty(MLD)
- Severe learning difficulty(SLD)
- Profound and multiple learning difficulty(PMLD)

Emotional, Social and Mental Health

- Attachment difficulties
- Social and emotional difficulties
- Mental health issues
- Attention and hyperactivity difficulties

Physical And Sensory

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment(MSI/Deaf-blind)

- Physical disability(PD)

Children whose needs fall into a mixture of these four categories are considered to have ‘complex needs’. A child may also be described as having ‘mild’ or ‘severe’ learning difficulties depending on the degree of their needs and the impact they have on their lives.

Some children and young people with special educational needs and disabilities may also have medical needs.

6.6 **Specialist SEN provision** - we are committed to whole School inclusion. In our School we support children with a range of SEN.

6.7 **Facilities for pupils with SEN** - the School complies with all relevant accessibility requirements, please see the School Accessibility Plan for more details.

6.8 **Allocation of resources for pupils with SEND** - all pupils with SEND will have access to funding within the School’s budget. Some pupils with SEND may access additional funding.

7 Working in Partnership

7.1 INSET/CPD – the School subscribes to the BPSI (Barnet Partnership School Improvement) in-service training programme and the Inclusion Manager ensures that teachers, TAs and the SEND Governor are aware of the SEND element of any courses that are relevant to the needs of the School or individuals. The LA subscribes to SENJIT at the Institute of Education and the Inclusion Manager/support staff can attend courses there. Where appropriate, specialist advisers from the LA, Inclusion Manager or Learning Mentor run School-based SEND training at INSET days or staff meetings. The Inclusion Manager and/or Learning Mentor has regular weekly meetings with Teaching Assistants. Relevant training is given to TAs, as appropriate, by the Inclusion Manager and/or other trainers.

7.2 Parents/carers – at St Andrew’s we believe that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- The social and academic progress of children with SEND is supported.

- Personal and academic targets are set and met effectively

The Inclusion Manager may also signpost parents/carers of pupils with SEND to the LA Parent Partnership Service where specific advice, guidance and support may be required

7.3 Support services - the School has access to a variety of external agencies to support Special Needs work. The School works co-operatively with a number of specialists from different disciplines, including:

- The School nurse
- Child Development Clinic
- Educational Welfare Officer
- LB Barnet LA Inclusion Team
- LB Barnet LA High Incidence Team
- LL Barnet LA Specialist Provision Team
- EYFS Advisors
- Speech Therapists
- Occupational Therapists
- Physiotherapists
- Educational Psychology Service (currently 3 visits per year)
- Social Services
- CAHMS and Health Services
- Child Protection Officer
- Voluntary Organisations e.g. the Autistic Society

- 8** Other Schools - St Andrew's liaises with other Schools to ensure continuity of provision for children with SEND. This includes children coming to St Andrew's from other Schools or from a specialist nursery and children moving to another School. Records are passed on promptly to other Schools when children transfer. These records will include reports from external agencies and current IEPs but not notes from parents/carers. Parents/carers are entitled to

access any such recorded information. At secondary transfer the Inclusion Manager may talk to SENCOs or Year Heads from the local Secondary Schools who may visit St Andrew's before children transfer.

9 Procedures

9.1 The Inclusion Manager will hold details of all SEND records for individual pupils.

9.2 The Inclusion Manager will refer individual applications to a multi-agency panel, which is administered by the LA, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the Inclusion Manager, SLT and Governors to agree how the allocation of resources issued.

9.3 Identification of pupils needs –

The School seeks to provide a graduated approach through:

Quality First Teaching

- All teachers are expected to provide high quality differentiated lessons where qualified teachers are responsible for responding to the strengths and needs of all their pupils.
- They will provide structured and graduated responses to meeting individual needs.
- This will be provided through the **assessment, plan, do, review cycle** that is set out in the 2014 SEND Code of Practice.
- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND s/he will be closely monitored by staff in order to gauge their level of learning and any potential barriers to learning.
- 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 understand better the provision and teaching style that needs to be applied.
- The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class. Through this it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

- Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the School.
- A child may be recorded by the School as being under observation due to concern by parent/carer or teacher but this does not automatically place the child on the School's SEND register. Any concerns will be discreetly discussed with parents/carers at pre-arranged meetings.
- Parent's evening consultations are used to monitor and assess the progress being made by children.

8.4 SEND Support

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEN is to help the School ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is a continuous cycle to enable the provision to be evaluated and adapted as an understanding of the needs of the pupil develops.

Assess

- This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental/carer concerns will be noted and compared with the School's information and assessment data on how the pupil is progressing.

Some of the following assessments **may** be relevant in helping to identify and monitor the progress of children with SEN:

- NFER Group reading test in KS
- NMRA or MIRA tests Official SATs tests in Yr2 and Yr6
- tests in Years 3, 4 & 5
- BPVS to assess vocabulary
- Ravens to assess underlying ability
- NFER Dyslexia Screener
- Suffolk reading scale
- MALT maths assessment
- Aston Index to identify specific problems
- Summary of the Foundation Stage Profile.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

- Planning will involve consultation between the teacher, Inclusion Manager and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
- All those working with the pupil, including all support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches being employed and the outcomes that are being sought.
- The class teacher remains responsible for working with the child on a day-to-day basis. S/he will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with TAs and to plan and review the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses,

advising of the implementation of effective support and problem solving will be provided by the Inclusion Manager, supported by the School's Learning Mentor.

Do

The range of strategies identified is implemented so that SEN needs are addressed and the challenges are addressed. Progress will be monitored throughout the programme of interventions.

Review

- Reviews of a child's progress will be made regularly. Where pupils have a learning plan these will be updated termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers

- Documentation of evidence may include:
 - Ongoing regular teaching records
 - Progress against individual targets
 - Outcomes of assessment
 - Samples of work
 - Notes/letters/email correspondence to and from parents/carers
 - Written observations
 - School reports
 - Reports from visiting professionals
 - IEPs or learning plans
 - EYFS Profile

- The class teacher, in conjunction with the Inclusion Manager will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward. If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the School but can be requested by parent/carer.

- 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.
- The decision to make a referral for an Education, Health and Care Plan (EHC) will be taken at a progress review and will be in consultation with the School's SLT.
- An application for an EHC Plan will combine information from a variety of sources including: Parents/carers
Teachers (where applicable, the Learning Mentor) Inclusion Manager
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 or the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

8.5 Access to the curriculum, information and associated services

- Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the School as is necessary, as far as possible, taking into account the wishes of their parents/carers and the needs of the individual.
- Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Inclusion Manager will consult with the child's parents/carer for other flexible arrangements to be made.
- Regular training and learning opportunities for staff on the subject of SEND and SEND teaching in School and across the family of Schools will be offered. Staff members are kept up to date with training that will aid the progress of all pupils including those with SEND.

- In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.
- We set appropriate individual targets to motivate pupils to do their best and we celebrate achievements at all levels.

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8.6 Inclusion of pupils with SEND

- The Deputy Headteacher/Inclusion Manager oversee the School's strategy for inclusion and is responsible for ensuring that it is implemented effectively throughout the School.
- The School Curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.
- The School will seek advice, as appropriate, around individual pupils, from external support.

8.7 Evaluating the success of provision

- Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.
- SEND provision and interventions are recorded on an individual provision map, which are updated by the Inclusion Manager. These reflect information passed on by the Inclusion Manager/class teacher at the beginning of an academic year and are adapted following assessments.
- These interventions are monitored and evaluated termly by the Inclusion Manager and information is fed back to the parents/carers, staff and Governors. This helps to identify whether provision is effective.
- In order to make consistent and continuous progress in relation to SEND provision, the School encourages feedback from parents/carers, staff and pupils throughout the year. This is done through the annual parent/carer and pupil questionnaires, discussions and through progress meetings with parents/carers.
- If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment may be requested by them to speak to the class teacher in the

first instance, who will be able to advise on formal procedures for complaint.

8.8 All staff will:

- Observe their pupils and monitor their progress and report to the Inclusion Manager any concerns about pupils in their care displaying possible SEND needs
- Access the SEND Policy and SEND Register to ensure they know the needs of pupils.
- Ensure they maintain up-to-date information about all pupils with SEN and their requirements in order to provide for the individual needs of all pupils.
- Refer to the Inclusion Manager, Code of Practice and LB Barnet's SEND Local Offer for help with practical advice, teaching strategies and information about types of SEND and their characteristics and challenges
- Ensure that lessons/provision cater for the full range of ability of pupils in their class

8.9 The School Leadership will:

Headteacher

- ensure the curriculum is fit for purpose and provides opportunities for pupils of different abilities and needs
- provide and support staff with appropriate CPD for pupils with SEND
- work with the wider community including parents/carers to identify SEND strategies
- ensure pupils, staff, parents/carers and Governors all understand this Policy and its implications
- monitor and evaluate this Policy at regular intervals

Governance

- Ensure the Admissions Policy is in line with statutory requirements for SEN
- Should decide, with the Headteacher, the School's Policy and approach to meeting children's SEND needs, including those with and without SEN Statements or EHC Plans
- Ensure that there is a qualified teacher designated as a coordinator for SEN
- Ensure the Headteacher and SLT provide SEND training so every teacher is aware of SEND and the strategies to support pupils
- Where Governors are publishing information about the arrangements for disabled children it should be brought together with the information required under the Children and Families Act 2014.

- Ensure that parents/carers are notified when special educational provision is being made for their child, because it is considered that s/he has SEN

Appendix 1

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014

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 them. A child of compulsory School 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 Schools 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.

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.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force as from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in The London Borough of Barnet that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

9 Sources of further information and support

Transition to the new 0 to 25 special educational needs and disability system Departmental advice for local authorities and their partners - DfE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/456818/SEN_reforms_transitional_statutory_guidance_0_991.pdf

Changes to education inspection from September 2015 – Gov.UK/OfSTED

<https://www.gov.uk/guidance/changes-to-education-inspection-from-september-2015>

Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities 2015 – DfE/Dept of Health

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN_Code_of_Practice_January_2015.pdf

All of us Checklist – Kids Org

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/343780/SEN_Inclusion_Checklist_for_SettingsSection13p0001834.pdf

Provision Mapping – Gov.UK

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/343787/sen-Provision_Mapping.pdf

Barnet Local Offer

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>