

'Growth through Jesus' love so that we learn, persevere, achieve and bear fruit together'



St Chad's CE Primary School

SEND Offer

2021-22

School expectations and guidance for staff, pupils,
parents/carers and governors.

Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness & Self-Control

2021-2022

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 years (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0-25 years (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and Key Stage 2
- Safeguarding Policy
- Keeping Children Safe in Education
- Accessibility Plan
- Teachers Standards 2012

The policy was created by the school's Inclusion Manager with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

The SENDCO at St Chad's is Mrs Bee. Mrs Bee is part of the school's Strategic Leadership Team.

Mrs Bee can be contacted by telephone or email on:

01543 226 080

jbee@st-chads-lichfield.staffs.sch.uk

Section 2- Aims and Objectives

This document is a whole school policy and endeavours to convey the idea of an inclusive mainstream school whereby we aim to secure the best for all pupils as individuals.

This approach means that every effort is made to promote a positive school climate that recognises the right of pupils with special educational needs to not be treated differently.

We are striving to provide an inclusive environment where equality is achieved by treating all learners differently.

We believe that the ***'purpose of education for all children is the same... but the help individual children will need will be different.'*** (Warnock 1978)

Meeting special educational needs can be accomplished through the provision of access to the curriculum through first quality teaching, working with children and their families, working alongside outside agencies and also an understanding of social and emotional climate in which education takes place.

We have an inclusive ethos where pupils are valued as they are the key to the success of the school and part of the school society and the wider community. Our objectives reflect the principles of the Equality Act.

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a 'whole pupil, whole school- inclusive ' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the children and families at St Chad's.
5. To provide support and advice for all staff working with special educational needs pupils.

Section 3a-Identifying Special Educational Needs

Within our school/setting we identify the needs of pupils by considering the needs of the whole child not just their special educational needs.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others the same age
- Has a disability which prevents or hinders him or her 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.'

For children age two or more, special educational provision is educational or a training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.'

Other issues may impact on progress and attainment but do not mean a child has SEN;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation-these along do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a 'Looked After' Child by their Local Authority
- Being a child of a Service personnel

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four –part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the 'Graduated Response'

Section 3b- SEND Characteristics at St Chad's

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 12

SEND primary need	SEND Support (16)						EHC Plan (12)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	0	0	1	1	0	0	0	0	0	0
Moderate Learning Difficulty	0	1	3	2	0	0	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0
Social, Emotional and Mental Health	1	0	0	0	0	0	1	2	0	0	0	0
Speech, Language and Communication Needs	1	2	0	1	1	0	2	1	0	0	0	0
Hearing Impairment	0	0	0	0	0	0	0	1	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	0	0	0	0	0	0	0	0	2	0
Autistic Spectrum Disorder	0	0	0	0	0	0	0	1	0	0	2	0
School Support NSA	0	0	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	2	0	0	0	0	0	0
Year group totals	2	3	3	3	2	3	3	5	0	0	4	0

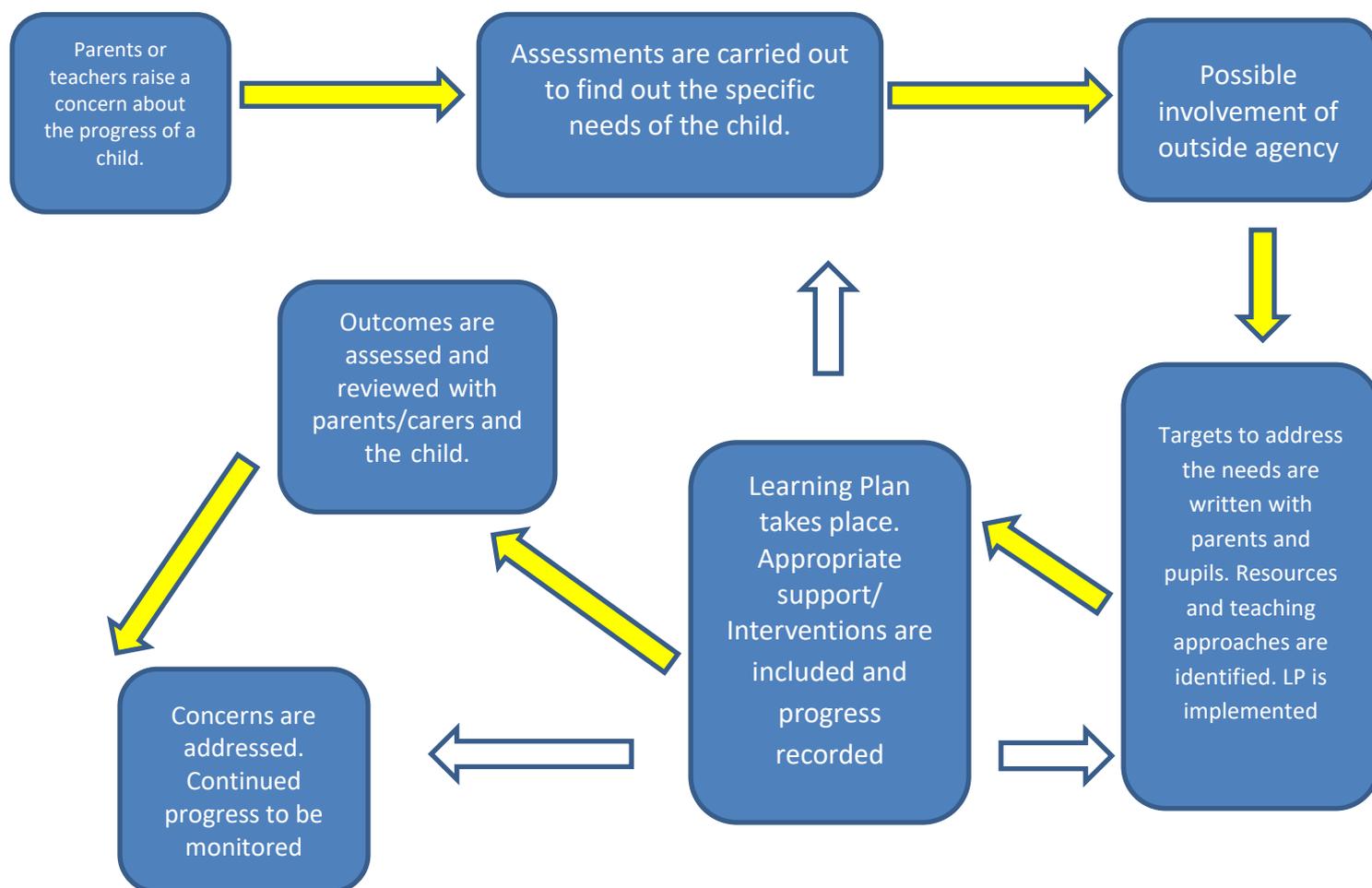
Section 4- A Graduated Approach to SEN Support

Our process by which our school identifies and manages children and young people with SEN:

As the Code of Practice suggest pupils are identified as SEN if they made less than expected progress once they have had intervention/adjustments alongside good quality personalised teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants, the Inclusion Manager or SENCO assistant.

Our Graduated Approach to SEN

The school will involve you in all decisions and listen to your views:



Where a teacher has concerns about a child, teachers will share this information at pupil progress meetings with the Headteacher, Deputy Headteacher and SENDCo and then complete a 'Pupil Progress Concern Form'.

Quality First Teaching, whereby work is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The pupil concern form should reflect what strategies have been put in place by the class teacher and what methods of differentiation they have used for a pupil. Additional intervention and support cannot compensate for a lack of good quality teaching.

Our school decision around whether to make special educational provision involves the teacher and the SENDCo who considers all of the information gathered from within the school about the pupil's progress, alongside data, and expectations of progress. This includes formative assessment.

Pupils with SEN will be judged to be working 'Significantly below' on the school's assessment policy. A few pupils will be judged to be at this stage. A child assessed at 'Significantly below' has been diagnosed with a specific educational need that is affecting their cognitive development in a particular area/across multiple areas of the curriculum.

For pupils with SEN, Individual Learning Plans are devised by the class teacher in liaison with the SENDCo. They are addressed by teachers and Learning Support Assistants who provide intervention teaching across the school for pupils who have specialist support programmes/targets set by outside agencies. Progress is measured against learning plan targets and evidence of the Assess, Plan, Do, Review cycle is recorded in the child's learning plan achievement book.

All SEN children in school in Reception - Y6 have their own learning plan achievement book and this is placed on their desks. This book is shared with parents/carers at learning review evenings. Nursery children's learning plans are stored in their learning journals. If appropriate, we use the Engagement Model to measure attainment for children with SEN working significantly below year group expectations, to ensure appropriate challenge and progression for pupils with SEN. In addition, children who have an EHC plan in school are measured against the progress they are making on the outcomes outlined in their EHC plan. EHCs are reviewed annually in line with statutory requirements. All EHC reviews are organised and led by the SENDCo, parents are invited as well as all other professionals.

Section 5- Criteria for Exiting the SEN Register/Record

Although in the first instance it is our intention to provide short-term appropriate support to enable pupils to succeed, at times pupils may require longer term support. Any movement through or from the Special Needs Code of Practice stages will be done through consultation with the SENDCo- Mrs Bee, class teacher, parents/carers and where appropriate the pupil.

Section 6- Supporting Pupils and Families

- Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Under the Children and Families Act 2014 local authorities are required to publish and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. To find out more about Staffordshire's Local Offer please visit :
<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/localoffer>
- To access St Chad's Primary School SEN Information Report please visit our website at: <http://www.st-chads-lichfield.staffs.sch.uk>. It is located in our 'SEN' section.
- Arrangements are made for pupils in school accessing SATS and Mrs Bee completes additional time, scribe, translation requests on the NCA tools website in line with statutory guidance.
- Special arrangements are also made for pupils who may need to work in an alternative room to all pupils carrying out their SATS or take rest breaks.
- A provision timetable of arrangements is arranged by Mrs Bee in liaison with class teachers for SATs.

We aim to make times of transition as easy as possible for the children in our school. If appropriate, when starting at our school we:

- Meet with the child and their parents/carers to talk about their needs and answer any questions about our school.
- Carry out home visits and visits to Nursery/Pre School settings.
- Read reports from people who have worked with the child.
- Arrange visits to our school so they child gets to experience it before they start properly.

Based on needs, when moving to a new year group or school we:

- Introduce the child to their new teacher and learning support assistant during a transition day.
- Plan extra transition weeks for all pupils in school who have a key worker who supports their learning needs. This is usually the last four weeks of the summer term
- Plan transition live learning where the new teachers get to observe strategies used in class with the current teacher
- Hold an SEN review meeting at the end of the summer term so that we can talk to the child and their family and answer any questions they may have about the new year group or school.
- Hold transition meetings between teachers to pass on key information and targets that will ensure a smooth transition can take place. Teachers complete specific transition plans for all SEND pupils outlining their needs and any strategies in place which are working well to support each individual child.
- Use transition books for children who need them.

Section 7- 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. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special education provision and the SEND Code of Practice (2014) is followed.

Mrs Bee liaises with parents/carers to devise Health Care plans as well as pupil profiles. Mrs Bee is also responsible for updating the Medicines Policy. (The Medicines Policy can be viewed on:

<http://www.st-chads-lichfield.staffs.sch.uk/our-school/policies>

Section 8- Monitoring and Evaluation of SEND

- Our school regularly and carefully monitors and evaluates the quality of provision we offer all pupils through regular audits, parent/carer views, pupil's views and the views of our staff.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.
- Mrs Bee – SENDCo, meets with Mr Tony Critchley- SEN Governor on a half termly basis to feedback progress and attainment of groups of pupils and actions to move forward.
- Mrs Bee attends termly pupil progress meetings to look at the progress and attainment of SEN, LAC and Pupil Premium pupils and put support and interventions in place as and when required.

Section 9- Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake an induction on taking up a post and this involves them meeting key staff. Support staff meet with the SENDCo to discuss systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- Training is provided for all staff and is delivered by the SENDCo and other outside agencies working with the school.

Section 10- Roles and Responsibilities

Headteacher/Designated Teacher for Safeguarding - Mrs Julie Smith

Deputy Headteacher – Mrs Ellen Litherland

SENDCo (Medical needs, LAC, Pupil Premium, Alternative Provision Lead) - Mrs Jenny Bee

Family Support Worker - Mrs Clare Rowley

SEND/LAC and Safeguarding Governor- Mr Tony Critchley

Educational Psychologist- Dr Alison Smedley

Speech and Language Therapist- NHS- Sally Ryan (EYFS), Emma Ashe (Y1-6)

School Speech and Language Therapist- Mrs Emily Nicholls

AOT – Steph Anslow and Mike Burke

Teacher of the Deaf – Ailsa Daley

Section 11- Storing and Managing Information

- Each child has an SEN file of their information and this is stored by the SENDCo.
- SEN documents are transferred to the child's new school on entering secondary school or if a child moves to a new school. Signed forms are kept by both schools to confirm the process.
- Electronic copies are kept in school until the child reaches the age of 25 years old.

Section 12- Reviewing the Policy

The SEN Information report and SEN policy are reviewed annually in line with the school policies review document.

Next review September 2022

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAS to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

- St Chad's Accessibility Plan is reviewed every year but has a 3-year long-term action plan. This document can be accessed on the school website.
- Barriers to learning are identified in four areas. These are to improve access for children with **Communication and Interaction needs, Cognition and Learning needs, Social, Emotional and Mental Health needs and Sensory and Physical needs.**
- Planning covers three Accessibility fields these are Curriculum, Environment and Information.
- School promotes access for disabled pupils to the school curriculum through differentiated and/or modified teaching and learning.
- The wider curriculum of the school such as participation in after school clubs, school visits, outdoor education and cultural visits are planned to ensure access for all pupils. The SENDCo writes risk assessments for pupils requiring their own risk assessment in school or on a visit outside of school.
- Improvements are made to the physical environment of the school and physical aids to access education and amenities.

Section 14- Dealing with Complaints

If a concern or difficulty is not being dealt with appropriately, even after full consultation with the professionals involved, an appointment with the SENDCo and/or Headteacher can be arranged through the School Office.

The SEND Governor is also available if a meeting is deemed necessary.

The Complaints Policy can be viewed on the school website.

Section 15- Bullying

St Chad's takes bullying of any pupils very seriously. The Anti Bullying Policy can be viewed on the school website.

Section 16- Appendices

These documents and policies have been referenced in this policy and can be accessed on our school website- www.st-chads-lichfield.staffs.sch.uk

- SEN Information Report
- Admissions Policy
- Medicines Policy
- Accessibility Plan
- Behaviour Policy
- Anti Bullying Policy
- Safeguarding Policy