



# Special Educational Needs and Disability (SEND) Policy

Communicating Love; Inspiring our  
Community to Flourish

**2022-2023**

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## Context

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St Gabriel's CofE Academy is committed to providing high quality care and education to all of the children who learn and play at our school. We believe that all children, including those identified as having special educational needs or a disability (SEND) are entitled to a broad and balanced academic and social curriculum, which is accessible to them. They must have every opportunity to be fully included in all aspects of school life. Our school's aims and values place inclusion, equality and high aspirations at the centre of all that we do.

We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish, feel safe and benefit from high quality teaching. This does mean that children will all have access to the same curriculum but it does not mean that we will all access it in exactly the same way; we will respond to learners in ways which take account of their varied life experiences and needs so that they are able to achieve to the best of their abilities.

## Aims

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- To identify and provide for pupils who have special educational needs and additional needs;
- To work within the guidance provided in the SEN code of Practice, 2014;
- To operate a holistic, "whole pupil, whole school" approach to the management and provision of support for special educational needs;
- To provide a Special Educational Needs Disability Co-ordinator who will work with the SEND Policy;
- To provide support and advice for all staff working with children with special educational needs and disability.
- To promote the attainment and progress of all SEND children in academic and personal development and provide all children with equal access to opportunities and the curriculum.

## Identification

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*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.*

Code of Practice 2014

A child who is identified as having SEN is placed on the school's SEN register with reference to the specific need or needs identified. The Code of Practice suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and high quality personalised teaching (Pg 88 Section 6.37 onwards).

Factors which do **NOT CONSTITUTE SEN** but may impact on progress and attainment:

- 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
- English as Additional Language - EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

St Gabriel's CofE Academy adopts the Code of Practice's (2014) graduated response procedure for the identification of provision for pupils with special educational needs.

# Provision

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A Graduated Response is as follows;

1. In class differentiation
2. Intervention
3. Request for specialist teacher support and advice
4. Request for Education, Health and Care Plan
5. Educational Health and Care Plan implementation

## **1. In class differentiation**

Children's needs are met by a differentiated curriculum ensuring they are progressing at an appropriate level for the individual. This is managed by the class teacher.

## **2. Intervention**

If a child's progress is below expectations and in class differentiation is not sufficient to close this gap, a concern will be raised by the class teacher with SLT. Termly assessment points serve as checkpoints to raise concerns if these haven't already been done so. The SLT will discuss with the class teacher what additional support may be put in place. In some cases, this will mean an intervention will be planned to meet a specific need. This may be carried out by the class teacher, a Teaching Assistant or a specialist teacher. The class teacher is responsible for leading and monitoring the provision for the child on a daily basis.

At this stage, or possibly earlier, a class teacher may have concerns that a child has special educational needs. A parent might also express concerns. When this is the case, the class teacher is required to complete an Access to Learning Support form which describes her/his/parents' concerns, the child's strengths and the intervention and support which has already been implemented and its impact.

The SENDCo will review this information and discuss with the school specialist teacher service. They may decide to carry out an assessment(s), observe the child and/or request specialist support (see below).

Please note, teachers may also use their knowledge of the children in the class to plan interventions to accelerate progress or target a gap for children at any level of attainment so

that if children take part in an intervention, it might be an opportunity to accelerate progress rather than to address a concern.

### **3. Request for specialist support**

At times, it may be decided that a child requires specialist support from an outside agency. This will happen in consultation with parents or carers. In these cases, the SENDCo will inform and meet with outside agencies to discuss the needs of the child and agree actions to be taken. The SENDCo will also ensure advice from the specialist is passed on to adults involved with the child such as class teachers, teaching assistants and parents.

### **4. Request for an Education Health and Care Plan**

It may be decided that an Educational, Health and Care plan needs to be requested for the child so that the school is able to provide additional support. This may be because, despite having an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period of time;
- Continues working substantially below age expected levels;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised support;
- Has sensory or physical needs, and now requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

In these cases, evidence will be collected and submitted to the Local Authority where they will consider the need for statutory assessment and, if appropriate, make a multidisciplinary assessment. In these cases, the SENDCo will coordinate the gathering of evidence with parents, the class teacher and any other adults involved.

### **5. Education Health and Care Plan**

Where a child has had an Education, Care and Health Plan agreed, the actions and targets to be met will be agreed by all relevant adults involved with the child. The Education, Health and Care Plan will then be written following Local Authority Guidelines. Once it is implemented in school the SENDCo:

- Is involved in any further assessments of the child;

- Plans future interventions for the child in discussion with colleagues;
- Monitors and reviews the action taken.
- Arranges and attends an annual review to ensure the child's needs are reviewed and changed if necessary.

In all of the above circumstances it is our policy to follow an assess-plan-do-review cycle in order to constantly personalise the support and learning for an individual child.



## Individual Education Plans (IEP) and Pastoral Support Plans

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Children on the SEN register will have an Individual Education Plan (IEP). This document is developed for any child identified as having SENs and requiring support beyond that offered by normal classroom differentiation. IEPs will be written by class teachers in consultation with the SENDCo, parents and other staff and specialist teachers who are supporting the child. An IEP will summarise a child's strengths and learning targets relevant to the individual at the point they are at in their learning journey. The targets are intended to be short term and are reviewed three times a year. An IEP should be a living document, to be considered when planning for relevant curriculum areas and personalised learning activities. Targets will be discussed and shared with children in an age appropriate manner and the child will also be involved in the review process.

Pastoral Support Plans (PSP) are written for children who require support and intervention relating to behavioural needs. These plans outline how all adults should interact and respond to the child on a day-to-day basis to support them to behave in line with expectations and what further support and consequences are implemented should the child start to behave in a way that is below expectations. The plan is agreed with parents and the child, as well as the class teacher. Outside agencies may also be involved directly or in an advisory role. Once complete, the plan is then shared with all staff so that they approach and respond to the child in the same, consistent way. The PSP is also reviewed on a regular basis.

## Supporting Families

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The school website has links to the LA local offer (Regulation 53, Part 4)

The website also contains the school's own **SEND Information Report (A Guide to SEND at St Gabriel's CofE Academy)**; *Regulation 51, Part 3, section 69(3)(a) of the Act*. This includes comprehensive information on how the school works in partnership with parents.

All relevant policies for parents are accessible via the school website and paper copies can be requested from the school office.

## Supporting Pupils at School with Medical Conditions

Please see separate policy.

## Training & Resources

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The school has a separate budget for meeting SEND. This is set on an annual basis and, as much as the overall budget allows, reflects the particular resource needs at that time.

The school organises a comprehensive programme of training for teachers and Teaching Assistants, involving the sharing of in-house expertise and training from external specialist teams. We constantly reflect on current practice and needs within the school and seek to ensure that everyone working with our children has the necessary skills, advice and training, and in doing so, seek to ensure the best provision for our children.

The SENDCo attends SEND briefings in order to keep up to date with the local and National priorities for SEND.

The SENDCo and senior leaders are involved in the performance management of TAs. As part of this process, training needs and opportunities for professional development are identified and addressed. Training opportunities and professional development targets are also linked to school priorities within the School Improvement Plan.

All teachers and support staff undertake induction on taking up a post and this incorporates an introduction to St Gabriel's SEND systems and structures. When appropriate, they also meet with the SENDCo to discuss the needs of individual pupils.

# Monitoring & Evaluation of SEND

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## **1. Progress of SEND children.**

The school reviews the support provided to all children, in order to ensure provision is always effective and of high quality. This is mainly achieved through Pupil Progress meetings which take place every term.

A Pupil Progress meeting takes place with every teacher and with the SENDCo. At these meetings the progress of SEND children is analysed and reviewed, as is the impact of intervention programmes.

The Pupil Progress meetings include an initial discussion of next step targets and intervention/support.

Class teachers are then responsible for updating the Individual Education Plan (IEP), in consultation with relevant staff, outside agencies, parents and the child.

If significant progress is made towards age-related expectations, and a child becomes more able to access the curriculum through standard classroom differentiation, a decision may be made to change or reduce the degree of support provided. This would be done in consultation with all relevant staff and parents, and after careful review of the evidence.

Conversely, if the gap between a child's attainment and age-related expectations increases, and/or the child's ability to access the curriculum lessens and barriers to learning increase, then support for the child will be reviewed and necessary next steps implemented.

All decisions about the support provided are made within the limitations of the resources available to the school.

## **2. Monitoring of provision.**

The monitoring of planning, teaching and children's learning which is carried out by the Leadership Team will also include reference to SEN provision and progress. Such monitoring is used to inform our termly strategic planning, the allocation of resources, Performance Management targets for staff and training needs.

## **3. Monitoring of Improvement priorities.**

The Leadership Team, Trust representatives and governors all carry out a range of monitoring activities to evaluate the impact of school improvement measures on attainment and broader

outcomes. This monitoring is also used to identify subsequent next steps. Such monitoring is detailed in the School Self Development Calendar. Improvement priorities may relate to any aspect of SEND provision.

#### **4. Governor monitoring.**

In addition to the monitoring of improvement priorities outlined above, the governing body monitor all aspects of SEND through a named governor. This governor meets with the SENDCo on a termly basis to discuss current priorities, evidence, new training, latest legislation.

# Roles & Responsibilities

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## **1. The SEND Governor**

The SEND Governor meets with the SENDCo on a regular basis to discuss current school policies and practice, and Local and National updates to SEND. The SEND Governor and Head Teacher report to the Full Governing Body on matters relating to SEND policy and practice.

## **2. The SENDCo**

The SEND Coordinator (SENDCo), in collaboration with the Leadership team and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND. The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies. The SENDCo also provides related professional guidance and training to colleagues and organises training by external providers where necessary.

## **3. Teaching Staff**

The role and responsibilities of Teachers and Additional teachers (Higher Level Teaching Assistants and Teaching Assistants) will be to ensure the day to day provision and plans for pupils with SEND are being actioned.

#### **4. Other relevant roles:**

Specialist Teacher contact: SEND Supported – Lizzie Sartain

Designated Safeguarding Lead: Andrew Taylor

SEND coordinator in school: Ruth Roberts

Deputy Designated Safeguarding Leads: Bryony Garner, Helen Wilmot

The SEND Governor is Brendan Mitchell

## Admissions Policy

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The Admissions Policy approved by the DfE makes no distinctions as to pupils with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school.

In the case of pupils with an Education, Health and Care Plan, the child's parents can request that a school be named on the plan. No pupil can be refused admission solely on the grounds that she/he has special educational needs or a disability. The SENDCo will work closely with the LA named officer in coming to a decision about the most appropriate provision for the child. When a child with an EHCP transfers to St Gabriel's, the SENDCo / Headteacher will plan and implement a transition programme with the feeder school, parents and child.

## Storing & Managing Information

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All SEND records are stored in a locked cabinet in the school's offices and electronic versions are kept on the academy's protected server or in a secure Cloud. SEND information is also stored electronically within the school's management information system (Scholarpack). Relevant documents, including a child's EHC Plan, are copied for class teachers and teaching assistants and kept within files. All school documents are treated as highly confidential. Records for any child transferring from St Gabriel's CofE Academy to another school at any point in their education, are sent to the new school. All Year 6 SEND records are handed on to the relevant Secondary schools at the end of the Summer term.

## Dealing with Complaints

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Please refer to our Complaints Policy. Concerns about Statutory Assessment processes for SEND should be raised directly with the Local Authority.

## Links

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

- Equality Act 2010: advice for schools DfE Feb 2013 and Equality Policy
- Supporting Pupils at School with Medical Conditions Policy
- The National Curriculum in England Key Stage 1 and 2 2014
- Safeguarding & Child Protection Policy
- Accessibility Plan
- Teacher Standards 2012
- Behaviour policy