Diocese of Chelmsford
Vine Schools Trust

Special Educational Needs and Disability Policy

This is a model policy for all Vine schools that has been reviewed and adapted for St Andrew's C of E Primary school.
It should be considered alongside the SEND Information Report

Policy Reference:	S005
Approved by Vine Schools Trust on:	Autumn 23
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Next review:	Autumn 25

"I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit

JOHN 15:5

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1.Vision

Our Vision for St Andrew's Primary School

To create a happy, caring, secure school where children and staff feel valued. We aim to provide our children with the knowledge and skills to develop their God-given talents, within an environment that makes them feel inspired, challenged and excited. Our Christian values of determination, hope, kindness and respect underpin all that we do, enabling our children to flourish academically, socially, emotionally and spiritually. Our children become courageous and determined learners - able to take risks, make mistakes and develop resilience. Our children leave us well-rounded individuals ready to take on the world.

'Be strong and courageous.
Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'

Joshua 1.9

At St Andrew's, we recognise the importance of both the academic and personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development and including global education themes.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values. Modern British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning

In our school, we listen and work with children, families and organisations outside the school to make sure we are providing the support, encouragement and challenge to help children with Special Educational Needs to:

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• achieve and learn alongside their peers
• feel good about themselves and have confidence in their own abilities
• develop and use their talents and abilities for the benefit of all
• care for and respect themselves and others and the world around them.

2.Objectives of the policy:

• To ensure the school fulfils its purpose of being a truly inclusive school.
• To ensure that all pupils have access to a broad and balanced curriculum.
• To provide a differentiated curriculum suited to the individual's needs and ability.
• To identify pupils requiring SEND provision as early as possible in their school career.
• To ensure that parents/carers of children with SEND are involved in a meaningful way in our plans, actions and reviews of provision.
• To ensure that SEND pupils are listened to and involved in setting goals, looking at progress, expressing what they find helpful and of interest and reviewing their progress.

3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. What do we mean by Special Educational Needs?

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

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- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or 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.

The 4 areas of need

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and/or physical

5. Roles and responsibilities

The SENCO
The SENCO is Ellena Mortimer.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner

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- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SEN governance member

The SEN governance member is Carole Theobald – carole.theobald@dcvst.org

They will
• Help to raise awareness of SEN issues at governing board meetings
• Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
• Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

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- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

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Pupils

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. Admissions

We ensure that all pupils with special educational needs but without EHCPs (Education and Health Care Plans) are treated as fairly as all other applicants for admission (as set out in the Code of Practice). A child with an Education and Health Care Plan (EHCP) that names our school will be admitted irrespective of our normal admissions criteria.

7. Allocation of resources

The school receives funding from Essex Local Authority for most children with special needs within our general school budget, as an amount referred to as "devolved funding". An individual amount is also given for those children who have very high-level needs, usually requiring specific one-to-one support. The funding is used to provide the support from learning support assistants and/or teaching staff other than the class teacher, to provide materials and resources to use for Special Educational Needs, to provide cover for meetings and to provide administrative salary costs. Funds received for a child with an Education and Health Care Plan will be allocated to provision for that child, as described in the Plan, although where provision for a number of children can be usefully combined, this will happen, in accordance with Local Authority advice.

8. Facilities for vulnerable pupils, those with SEN or who are disabled

Accessibility plan

9. Identification and review of pupil needs

• We work closely with families – parents and carers are the 'experts' on their child, so we encourage them to tell us as much as possible when the child joins our school. This helps us to start to build up a picture and put provision in place.

•We work closely with other settings, professionals and organisations to help build a picture of a child's needs – for example, pre-schools, medical staff, voluntary agencies and the specialist teacher team. We ask parents before actively seeking information from other people.

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•We also build a picture of needs by looking and listening – sometimes a child's needs have been identified before they start school here, but sometimes the needs emerge during their time with us. All of our teaching staff are continually assessing children's progress through day-to-day work and it is often when a child's progress is slower than usual that is the first indication that some extra support may be needed. In these cases, the teacher will normally ask the SENCO to observe the child or choose to do some one-to-one work with the child to explore the barriers in more detail. We will then contact parents to discuss next steps including, if necessary, asking for advice/support/information from other organisations.

We do not seek to (nor are we qualified to) diagnose specific conditions – rather we look at barriers to learning and ways to overcome these. Sometimes this will include discussing with parents whether a referral to a more specialist external agency is appropriate and this may result in a diagnosis of a specific condition. We will continue to look at the barriers and ways to overcome them, rather than the label.

• Pupils' needs and our provision are constantly being reviewed, through monitoring, looking at data and listening to children, staff and parents. We work on a cycle of plan-do-assess-review. We welcome parental engagement in this and will, invite parents to meet with the class teacher and SENCO at least twice a year to review what we are doing and next steps. Every effort is made to listen to parents and to invite them to contribute their views. Children are actively encouraged to participate in the assessing and reviewing process, too. This process is very important to us and is sometimes referred to as 'One Planning' or a 'Person-Centred' approach.

10. Approaches to teaching SEN

We firmly believe that most SEN provision should take place within the child's classroom, as part of quality first teaching. This involves differentiated planning which means work is adapted to meet the needs of the child; teachers will also decide whether children will work independently or grouped and whether or not an adult is needed to work with them. We employ a high number of learning support assistants. The SENCO is there to support, advise on, monitor and help evaluate all aspects of SEN provision. This provision may include extra staff time with a pupil, providing alternative learning materials or special equipment, group support and time spent co-ordinating, on development and training and liaison with other support services.

Individual and small group that may take place in addition to whole class work could include:

- Nurture in Nature therapy sessions
- Speech and language work.
- Work to develop fine and gross motor skills and improve co-ordination.
- Social skills work.
- Work with children with social and emotional needs who may find school a very difficult place and need some nurturing in a smaller setting for a period of time.

11. How progress towards outcomes is assessed

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
The class or subject teacher work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

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• The teacher's assessment and experience of the pupil
• Their previous progress and attainment or behaviour
• Other teachers' assessments, where relevant
• Observation and feedback by Senior Leaders, including SENCO
• Pupil's views
• Parent's views
• Pupil progress (measured by success in meeting individual targets, use of standardised tests, evidence from review meetings, quantitative and qualitative data linked to specific interventions)
• Views of external professionals

12. Staff Development

Staff are encouraged to maintain and improve their knowledge and expertise in relation to SEN. Some in-school training takes place, in line with individual and whole school needs, led by school staff or outside providers. Staff also attend external courses or obtain further qualifications through different study routes. We also develop staff by sharing good practice and demonstration, observation and feedback. Close links are maintained with other settings to ensure good practice is shared and incorporated.

13. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:
• Everyone develops a good understanding of the pupil's areas of strength and difficulty
• We take into account the parents' concerns
• Everyone understands the agreed outcomes sought for the child
• Everyone is clear on what the next steps are
Notes of these early discussions will be added to the pupil's record and given to their parents.
We will formally notify parents when it is decided that a pupil will receive SEN support.

14. Links with support services
We work very closely with different agencies and health services, including:
• Specialist teacher team
• Educational psychology service
• Medical officers
• Occupational health
• Physiotherapy services
• Speech and Language team
• Hearing and visual impairment services
• The local authority
• Health visitors
• Pre-schools
• Children's centres
• Social Services

15. How support is offered in moving between phases

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We recognise the importance of ensuring children move between different phases of their education smoothly. This involves working closely with families, pre-school and secondary schools, as well as the school ensuring that an effective handover meeting takes place at the end of each academic year, so that provision is in place to help children progress as soon as they start in their new class.

16. Monitoring & Review

This policy will be monitored by the Vine Schools Trust and the SLT/ SENCO through analysis of a range of pupil data. A parental questionnaire may be used to analyse parental attitude to the One planning process.

17. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy here.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.
To find out about disagreement resolution and mediation services in our local area, https://www.essexsendiass.co.uk/parents-and-carers/raising-concerns-or-making-a-complaint/resolving-disagreements/
You can request mediation by contacting them.

18. Links with other policies:

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

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