

St George's Primary School and Nursery

Special Educational Needs and Disability (SEND) Policy



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St George's Primary School and Nursery is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This policy outlines the framework for St George's Primary School and Nursery to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities (SEND).

In response to the **Special Educational Needs and Disability Code of Practice: 0 to 25 years** June 2014, all Local Authorities must publish a 'Local Offer':

- To provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and service providers in its development and review.

For more information on Worcestershire School's Local Offer go to:

<http://www.worcestershire.gov.uk/sendlocaloffer>

St George's Primary School and Nursery therefore intends to work with Worcestershire Local Authority and within the following principles, which underpin this policy:

- ☐ The involvement of children, parents and young people in decision making.
- ☐ The identification of children and young people's needs.
- ☐ Collaboration between education, health and social care services to provide support.
- ☐ High quality provision to meet the needs of children and young people with SEND.
- ☐ Greater choice and control for young people and parents over their support.
- ☐ Successful preparation for adulthood, including independent living and employment.

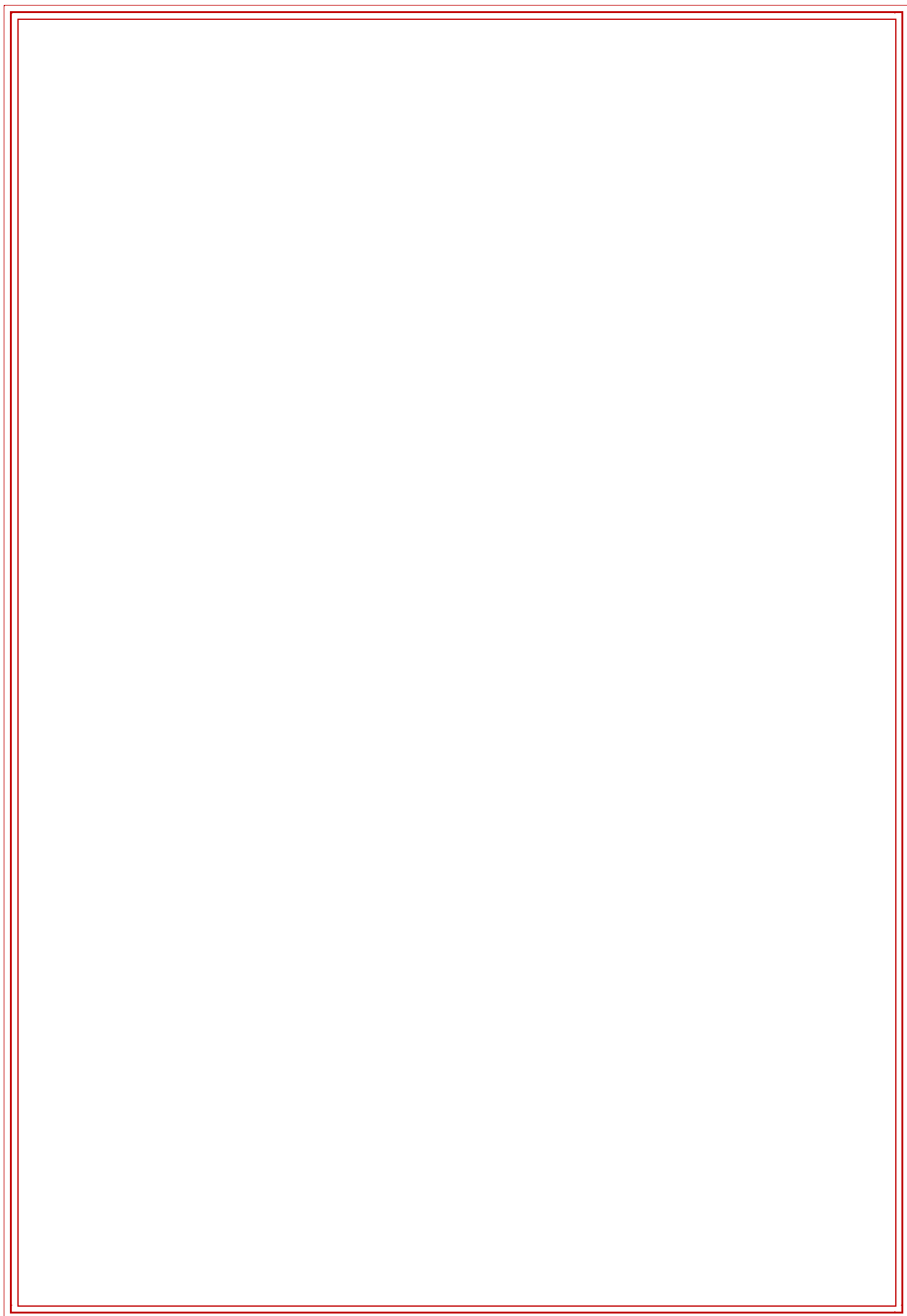
This policy has been written in conjunction with St George's Primary School's SEND Information Report (published on the school's website).

Signed by

Head of School

Chair of Governors.....

Next review date: _____



1. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- ☐ Children and Families Act 2014 (and related regulations).
- ☐ Health and Social Care Act 2012.
- ☐ Equality Act 2010.
- ☐ Mental Capacity Act 2005.
- ☐ Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- ☐ SEN Code of Practice 0-25.
- ☐ Supporting Children with Medical Conditions.
- ☐ Keeping Children Safe in Education.
- ☐ Working Together to Safeguard Children.

2. Definitions

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ☐ has a significantly greater difficulty in learning than the majority of others of the same age, or
- ☐ has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.'

(Special Educational Needs and Disability Code of Practice: 2014)

3. Areas of special educational need

St George's Primary School and Nursery will make provision for pupils with the following 4 kinds of need:

1. Communication and interaction.

A child may have a delay or disorder in one or more of the following:

- Attention/Interaction Skills
- Understanding/Receptive Language
- Speech/Expressive Language
- Autistic Spectrum Disorders

2. Cognition and learning.

A child may have a significant difficulty, delay or disorder affecting the skills needed for effective learning. This can include:

- Moderate Learning Difficulties
- Specific Learning Difficulties
- Memory and Reasoning
- Problem Solving and Concept Development Skills

3. Social, mental and emotional health.

A child may have difficulties with their social and emotional development which may include:

- Depression
- Anxiety
- Attachment disorders

4. Sensory and / or physical.

A child may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration, which may include:

- Physical
- Medical
- Visual
- Hearing

4. Admissions

4.1. St George's Primary School and Nursery will ensure it meets its duties under the Schools Admissions Code of Practice by:

4.1.1. Not refusing admission for a child that has named the school in their EHC plan.

- 4.1.2. Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- 4.1.3. Considering applications from parents of children who have SEN but do not have an EHC plan.
- 4.1.4. Not refusing admission for a child who has SEND but does not have an HC plan because the school does not feel able to cater for those needs.
- 4.1.5. Not refusing admission for a child on the grounds that they do not have an EHC plan.
- 4.1.6. See Admissions policy

5. Roles and responsibilities

5.1. The governing body has a responsibility to:

- 5.1.1. Fully engage parents and / or young people with SEN when drawing up policies that affect them.
- 5.1.2. Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- 5.1.3. Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- 5.1.4. Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEN.
- 5.1.5. Appoint a designated teacher for 'looked after' children where appropriate.
- 5.1.6. Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- 5.1.7. Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- 5.1.8. Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- 5.1.9. Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- 5.1.10. Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- 5.1.11. Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan.

5.2. The Headteacher has a responsibility to:

- 5.2.1. Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- 5.2.2. Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- 5.2.3. Cooperate with local authorities during annual EHC plan reviews.
- 5.2.4. Ensure that the SENCO has sufficient time and resources to carry out their functions.
- 5.2.5. Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- 5.2.6. Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- 5.2.7. Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

5.3. The SEN Coordinator (SENCO) must:

- 5.3.1. Be a qualified teacher.
- 5.3.2. Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- 5.3.3. Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- 5.3.4. Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 5.3.5. Undertake day-to-day responsibility for the operation of SEND policy.
- 5.3.6. Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- 5.3.7. Liaise with the relevant designated teacher where a looked after pupil has SEND.
- 5.3.8. Advise on a graduated approach to providing SEND support.
- 5.3.9. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 5.3.10. Liaise with the parents of pupils with SEND.
- 5.3.11. Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 5.3.12. Be a key point of contact with external agencies, especially the LA and LA support services.

5.3.13. Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.

5.3.14. Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.

5.3.15. Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.

5.3.16. Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.

5.3.17. Ensure that the school keeps the records of all pupils with SEND up-to-date.

5.3.18. Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.

5.4. **Class teachers must:**

5.4.1. Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.

5.4.2. Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

5.4.3. Use appropriate assessment to set targets which are deliberately ambitious.

5.4.4. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

6. **Involving pupils and parents in decision making**

6.1. Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

6.1.1. Focus on the child or young person as an individual, not their SEND label.

6.1.2. Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.

6.1.3. Highlight the child or young person's strengths and capacities.

6.1.4. Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.

6.1.5. Tailor support to the needs of the individual.

6.1.6. Share IPMs with children and parents termly.

6.1.7. Organise assessments to minimise demands on families.

6.1.8. Bring together relevant professionals to discuss and agree together the overall approach.

7. Joint commissioning, planning, and delivery

7.1. St George's Primary School and Nursery will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

7.1.1. Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- ☐ Prevention.
- ☐ Early identification / recognition.
- ☐ How pupils and their families will be able to access services.
- ☐ How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
- ☐ How provision and support services will enable pupils to prepare for their future adult life.

7.1.2. Draw on the wide range of local data-sets about the likely education needs of children and young people with SEN to forecast future need, including:

- ☐ Population and demographic data.
- ☐ Prevalence data for different kinds of SEN and disabilities among children and young people at national level.
- ☐ Numbers of local children with EHC plans and their main needs.
- ☐ The numbers and types of settings locally that work with or educate children with SEN and disability.
- ☐ An analysis of local challenges / sources of health inequalities.

7.1.3. Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- ☐ Improved educational progress and outcomes for children and young people with SEN.
- ☐ Increasing the proportion of children with SEN whose needs are identified before school entry.

8. Funding

- 8.1. St George's Primary School and Nursery will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.
- 8.2. Personal budgets are allocated from the local authority's high needs funding block and St George's Primary School and Nursery will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

9. Local offer

- 9.1. St George's Primary School will cooperate generally with the local authority and local partners in the development and review of the local offer.
- 9.2. <http://www.worcestershire.gov.uk/sendlocaloffer>

10. Identification

- 10.1. To identify pupils with SEN, St George's Primary School and Nursery will:
 - 10.1.1. Assess each pupil's current skills and age expected levels of attainment on entry.
 - 10.1.2. Make regular assessments of all pupils to ensure that the intervention:
 - ☐ Ensures that the child's progress is similar to that of their peers starting from the same baseline.
 - ☐ Matches or betters the child's previous rate of progress.
 - ☐ Closes the attainment gap between the child and their peers.
 - ☐ Prevents the attainment gap growing wider.
- 10.2. The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- 10.3. Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

11. Graduated approach

- 11.1. St George's Primary School and Nursery will (once a potential SEN has been identified) action the graduated approach to meeting the pupil's needs, including:

- 11.1.1. Establishing a clear **assessment** of the pupil's needs.
- 11.1.2. **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- 11.1.3. **Implementing** the interventions, with support of the SENCO.
- 11.1.4. **Reviewing** the effectiveness of the interventions and making any necessary revisions.

High quality teaching, differentiated for individual pupils, will be our first step in responding to pupils needs. Where progress continues to be less than expected the class teacher will work closely with SENCO to assess whether a child has a SEN or disability. The school will then put evidence based interventions into place, targeted to the needs of the individual, to secure better progress for the child. Where necessary a child may require specialist equipment to access and make progress in their learning. For higher levels of need St George's Primary School and Nursery will draw upon more specialised assessments from external agencies and professionals to support those identified with SEND.

Early Identification

Those who work with young children should be alert to emerging difficulties and respond early. The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

Single Category of SEN

The approach to identifying SEND will be through a single early years setting based category and a school based category of SEND- this will be known as Special Educational Needs Support (SS).

- 11.2. A student is identified as needing provision additional to or different from that provided as part of normal class activities where they:
 - 11.2.1 Make little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness;
 - 11.2.2 Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
 - 11.2.3 Present persistent social or emotional difficulties which are not ameliorated by the behaviour management techniques employed by the school;
 - 11.2.4 Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
 - 11.2.5 Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

- 11.2.6 Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- 11.2.7 Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

12. Assessment

- 12.1. St George's Primary School and Nursery will, in consultation with the pupil's parents, request a statutory assessment of SEN where the pupil's needs cannot be met through the resources normally available within the school.
- 12.2. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- 12.3. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

13. Education, Health and Care (EHC) plans

- 13.1. St George's Primary School and Nursery will meet its duty to respond to the local authority within
15 days, if it is named on a pupil's EHC plan.
- 13.2. The school will admit any child that names the school in an EHC plan.
- 13.3. The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- 13.4. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

14. Reviewing an EHC plan

- 14.1 St George's Primary School and Nursery will:
 - 14.1.1. Cooperate to ensure an annual review meeting takes place,
including
convening the meeting on behalf of the local authority if
requested.
 - 14.1.2.Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
 - 14.1.3.Seek advice and information about the pupil prior to the annual review meeting from all parties invited.

- 14.1.4. Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- 14.1.5. Cooperate with the local authority during annual reviews.
- 14.1.6. Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- 14.1.7. Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

15. SEN and Disability Tribunal

- 15.1. St George's Primary School and Nursery will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

16. Data and record keeping

- 16.1. St George's Primary School and Nursery will:
 - 16.1.1. Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
 - 16.1.2. Maintain an accurate and up-to-date register of the provision made for pupils with SEN.
 - 16.1.3. Record details of additional or different SEN provision on a provision map.

17. Confidentiality

- 17.1. St George's Primary School and Nursery will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:
 - 17.1.1. To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
 - 17.1.2. On the order of any court for the purpose of any criminal proceedings.

17.1.3. For the purposes of investigations of maladministration under the Local Government Act 1974.

17.1.4. To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.

17.1.5. To Ofsted inspection teams as part of their inspections of schools and local authorities.

17.1.6. To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.

17.1.7. To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

18. Safeguarding children with SEND

18.1 St George's Primary School and Nursery is fully committed to safeguarding and promoting the welfare of all of our children. We expect every member of staff and all visitors to share our commitment as the health and safety of our children is paramount.

18.2 Children with Special Educational Needs (SEN) and Disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

Keeping Children Safe in Education 2021

Annex 1

COVID-19 SEND

Legal SEND changes enacted on 01/05/2020

The Special Educational Needs and Disability (Coronavirus) (Amendment) Regulations 2020 and Coronavirus Act 2020 Modification of section 42 of the Children and Families Act 2014 (England) Notice 2020.

The Special Educational Needs and Disability (Coronavirus) (Amendment) Regulations 2020

The amended Regulations came into force on 1st May 2020 and will cease to have effect on 25th September 2020. The regulations amend the legal timescales relating to a number of statutory duties (see below) only where it is not reasonably practicable to comply with the timescales for a

reason relating to the incidence or transmission of coronavirus. The timescales are replaced with a duty to complete the relevant action as "soon as reasonably practicable".

List of statutory duties

The timescales related to the below duties will be replaced with as "soon as reasonably practicable" where it is not reasonably practicable to comply with the timescales for a reason relating to the incidence or transmission of coronavirus:

- Time frames relating to the request of Education, Health and Care Assessments, issuing of draft plans within 16 weeks and issuing of final plans within 20 weeks.
- Annual Reviews of Education, Health and Care Plan.
- Education, Health and Care re-assessment requests and amending or replacing an EHC plan following a re-assessment.
- Duties for when a pupil/student moves from one Local Authority/CCG to another.
- Time scales following the issuing of a First-tier Tribunal order.
- Time frames relating to mediation.
- Local Authority duty to disclose EHC plans in relation to higher education within 15 days.
- Duty to review the use of direct payments within the first three months of them being agreed.

Coronavirus Act 2020 Modification of section 42 of the Children and Families Act 2014 (England) Notice 2020

For pupils with Education, Health and Care Plans the absolute duty to secure special educational provision and health care provision will now be treated as discharged if

reasonable endeavours have been used. The above duty will be live during a specified period which starts at the beginning of 1st May 2020 and finishes at the end of 31st May 2020. However, the secretary of state can choose to extend this on a month by month basis. The DfE and the framework acknowledges that what constitutes reasonable endeavours will vary according to the needs of each child and young person and the specific local context. In deciding what provision would be required, it might be appropriate to consider the following:

What? Securing something different to the provision stated in the plan, for example in relation to availability of staff, availability of technology and any significant risk that may cause harm.

Where? Location where provision is to be provided may be altered, for example early years provider, school, college, community setting, home or clinic.

How? Frequency and timing of provision may be altered or modified in the light of available staff and risks that may cause harm.

When? Method of delivery may be altered, for example virtual rather than face-to-face and smaller rather than larger groups for teaching (where this can be done following the guidance on reducing transmission of coronavirus (COVID-19).

By whom? Changes to the person delivering the provision, for example a learning assistant under virtual supervision rather than a specialist therapist or teacher.

Examples of alternative arrangements

The types of arrangements that might be reasonable for local authorities and health commissioning bodies, working with education providers and other partners, to put in place will be dependent on the needs of the child or young person, the provision that is specified in a plan, and the specific local circumstances. Delivery is dependent on a range of factors, for

example, the capacity of specialist staff to deliver particular interventions, the extent of the arrangements schools can make to provide home learning programmes and the availability of suitable IT equipment in the home.

<https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needsassessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-ontemporary-legislative-changes-relating-to-coronavirus-covid-19>

Attendance

All children with an EHCP will be offered a place in school and a risk assessment will be put in place which reflects their provision and support enabling their needs to be met. Should parents decide not to send their child to school their child will receive a C code for absence. Regular phone calls will be made to these families as per their risk assessment and encouragement to reattend will be discussed.

Remote Learning

Those children whose parents have chosen to keep them at home will have a home learning pack that has been tailored to their needs in relation to their IPM targets. Work has been adapted to meet their needs. Where appropriate and feasible children will be provided with packs which will enable interventions to continue remotely to meet the needs outlined on IPM's.

The school ensures pupils with SEND receive additional support with live online tutorials where needed, e.g. from an additional member of staff within the online lesson.

- Staff are sensitive to the needs of any pupils with SEND that may be affected by having the live online lesson online, e.g. not having live access to their usual support.
- The SLT, SENDCO and relevant teacher consider whether one-to-one lessons are appropriate in some circumstances for pupils with SEND.

Additional measures are considered for pupils with SEND to mitigate the risk of pupils falling behind their peers in terms of education, e.g. text transcripts being used in video lessons.

Where ever appropriate the school will endeavour to facilitate visits and support from external agencies as per the school risk assessment