

ST GEORGE'S CHURCH OF ENGLAND FOUNDATION SCHOOL

"Every moment, every day, every individual counts"



SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Date Reviewed: ***September 2020***

Date for Review: ***September 2021***

Governors Monitoring Group: Provision of LAC and SEN

SLT Responsible: Assistant Headteacher

Review Period: Annually

"For the body does not consist of one member but of many" 1 Corinthians 12:14

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ST GEORGE'S CHURCH OF ENGLAND FOUNDATION SCHOOL
SEND POLICY

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This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEND Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Behaviour Management Policy
- Equality Policy
- Safeguarding Policy
- Complaints Procedure Policy

This policy was developed with the SEND team and representatives from the Governing Board and will be reviewed annually.

1. DEFINITION OF SEN:

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 if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age;
or
- (b) 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. *SEN Code of Practice (2014, p 4)*

2. DEFINITION OF DISABILITY:

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a

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year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

3. THE KINDS OF SPECIAL EDUCATIONAL NEED FOR WHICH PROVISION IS MADE AT THE SCHOOL:

At St George's Church of England Foundation School we can make provision for frequently occurring special educational needs without an Education, Health and Care Plan, for instance dyslexia, speech and language needs, Autism, Asperger's syndrome, learning difficulties and social, emotional and mental health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of students with an Education, Health and Care plan. Decisions on the admission of students with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

4. INFORMATION ABOUT THE POLICY FOR IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SEN:

At St George's Church of England Foundation School we monitor the progress of all students 3 times a year to review their academic progress. We use baseline assessments for all new Primary students.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the student to catch up. Examples of extra support in the Secondary School are Teaching Assistant support in the classroom, numeracy and literacy programmes in small groups and 1:1, Accelerated reader and precision teaching.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, we have access to external advisors who are able to use a range of assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, put into a SEND provision plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress

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without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

5. INFORMATION ABOUT THE SCHOOL'S POLICIES FOR MAKING PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS WHETHER OR NOT THEY HAVE EHC PLANS, INCLUDING:

5.1 How the school evaluates the effectiveness of its provision for such students:

Each review of the SEND provision plan will be informed by the views of the student, parents and subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For students with or without an Education, Health and Care Plan there will be an annual review of the provision made for the student, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the Governing Board.

5.2 The school's arrangements for assessing and reviewing the progress of students with special educational needs:

Every student in the school has their progress tracked three times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at St George's Church of England Foundation School are the GL Single Word Reading Test (SWRT) and the Schonell spelling test at the Secondary School and Salford Reading test at the Primary School. Using these it will be possible to see if students are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEND provision plan will be reviewed and adjusted.

5.3 The school's approach to teaching students with special educational needs:

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of

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strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

At St George's Church of England Foundation School the quality of teaching was judged to be good in our last Ofsted inspection.

We follow the Mainstream Core Standards [kent.gov.uk] advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching, mentoring, small group teaching.

5.4 How the school adapts the curriculum and learning environment for students with special educational needs:

At St George's Church of England Foundation School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

5.5 Additional support for learning that is available to students with special educational needs:

School funding is used to ensure that the quality of teaching is good or better in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the school through High Needs Funding

5.6 How the school enables students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to students at St George's Church of England Foundation School are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity.

5.7 Support that is available for improving the emotional and social development of students with special educational needs:

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At St George's Church of England Foundation School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching, tutor time, social skills groups and indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we also can provide the following list e.g. access to counsellor, mentor time with an adult, external referral to CHYMPS (Children and Young People's Mental Health Service)..

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

6. THE NAME AND CONTACT DETAILS OF THE SEN CO-ORDINATOR:

The Assistant Headteacher SEND and Literacy at St George's Church of England Foundation School (Secondary) is Mrs Maureen Burdock, who is a qualified teacher and has been a SENCO continuously since 1 Sept 2003. The Primary SENCO at St George's Church of England Foundation School is Mrs Sam Mirams.

Mrs Maureen Burdock is available on 01843 861696 or maureenburdock@st-georgescofe-thanet.kent.sch.uk.

Mrs Sam Mirams is available on 01843 861696 or sammirams@st-georgescofe-thanet.kent.sch.uk.

7. INFORMATION ABOUT THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND HOW SPECIALIST EXPERTISE WILL BE SECURED:

All teachers and teaching assistants participate in a range of training programmes which enhances their understanding of a variety of SEND.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Foreland Special School, St Anthony's Outreach, Laleham Special School, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist etc. The cost of training is covered by the notional SEN funding.

8. INFORMATION ABOUT HOW EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS WILL BE SECURED:

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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9. THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ABOUT AND INVOLVING THEM IN THEIR EDUCATION:

All parents of students at St George's Church of England Foundation School are invited to discuss the progress of their children at Parents' Evenings and receive a written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Plan which will be shared with parents.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

10. THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ABOUT AND INVOLVING THEM IN THEIR EDUCATION:

When a student has been identified to have special educational needs or disability because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

11. THE ARRANGEMENTS MADE BY THE GOVERNING BOARD GOVERNING BOARD RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS CONCERNING THE PROVISION MADE AT THE SCHOOL:

Please refer to the school's Complaints Procedure.

12. HOW THE GOVERNING BOARD GOVERNING BOARD INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL SERVICES BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS, IN MEETING THE NEEDS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND IN SUPPORTING THE FAMILIES OF SUCH STUDENTS:

The Governing Board have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 3 days per year..
- Link to Disabled Children's Service for support to families for some students with high needs

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- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for students with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc

13. THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS, INCLUDING THOSE FOR ARRANGEMENTS MADE IN ACCORDANCE WITH CLAUSE 32 (PARENT PARTNERSHIP SERVICES):

Information Advice & Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

iask@kent.gov.uk

14. THE SCHOOL'S ARRANGEMENTS FOR SUPPORTING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN TRANSFERRING BETWEEN PHASES OF EDUCATION OR IN PREPARING FOR ADULTHOOD AND INDEPENDENT LIVING:

At St George's C of E Foundation School we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. This will include visits to primary schools/nurseries to meet with the student, teachers and the Assistant Headteacher and SEND, bespoke transition packages for individual students, attendance at the SENCO Transition meeting.

We also contribute information to a students' onward destination by providing information to the next setting e.g. Secondary School, FE College, apprenticeship provider etc.

15. INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED:

The local authority's local offer is published on kent.gov.uk and parents without internet access should make an appointment with the Assistant Head teacher (SEND), (Secondary)/Primary (SENCO) for support to gain the information they require.

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