



Special Educational Need and Disability (SEND) Policy

Date Completed: September 2017

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WHOLE SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS and DISABILITY

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SECTION A: School Arrangements

1. Definition and Aims

St Georges School, A Church of England Academy is committed to offering quality education within a Christian context. Christian values are at the forefront of all work that is done to support pupils academically, and socially with the underpinning motto of Believe, Achieve & Care for all that attend St George's School. All members of the St George's School community are recognised as individuals and of special value in God's world.

Within this Christian context the school seeks to educate all pupils including those with Special Educational Needs and Disability (SEND), school recognises that "A child is considered to have SEND if, following Assess-Plan-Do-Review cycles, it is clear that High quality universal teaching and early intervention does not meet their needs. They will receive personalised provision and assessment from the school's SEN provision" (Blackpool Council SEND definition, 2015).

At St George's we believe that where possible, children have the right to an education in their local mainstream school, and all pupils at our school are valued equally. All pupils should have access to a broad, balanced and relevant curriculum which is differentiated to meet pupils' needs. Every pupil will also have entries to external assessments and examinations, which will commensurate with ability.

St Georges will endeavour to make positive partnerships with parents as the school feels that parental engagement and support is key for the success for all pupils.

Throughout this policy St George's will adhere to the principals and advice written within the Dfe SEND Code of Practice (2014).

2. Roles and Responsibilities

The Governors at St George's School C of E Academy have important statutory duties towards the pupils with special educational needs. The Governors will ensure that a pupil with special educational needs joins in the activities of the Academy together with the pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.

The designated Governor who oversees SEND is Dr Kadaba Vasudev.

The Special Educational Needs and Disability Coordinator at St George's School is Miss Stephanie Owen, who works closely with a team consisting of one HLTA, and three Learning Support Teachers (LST). The SENDCo takes responsibility for the day to day operation of the SEND Policy and co-ordination of the provision made for pupils with SEND, working closely with staff, parents/carers and external agencies.

The SENDCo is also responsible for monitoring and evaluating the progress of pupils who are identified as the cohort of pupils with special educational needs. The SENDCo provides professional

guidance to colleagues with aim of securing high quality teaching and intervention for pupils with SEND.

Within St George's School there is close collaboration between Miss Steph Owen (SENDCo), Mrs Tammy Hackney (Assistant Headteacher Care, Guidance & Support), Mr Warnock (Head Teacher) and the Governors in helping to determine the strategic development of the SEND policy and provision in the Academy to support pupils with SEND and therefore raise their achievements'.

All teachers at St George's C of E Academy are responsible for the educating, and supporting pupils with Special Educational Needs.

3. Admission Arrangements

St George's C of E Academy continues to be a fully inclusive school. It has been oversubscribed each year since 2008, even with a fall in numbers of the local population. The school welcomes all who wish to apply, and the admission arrangements are the same for all pupils, regardless of their special educational needs.

According to the Education Act 1996, (Section 316), if a parent/s wishes to have their child with an EHC Plan educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

For further details regarding our admissions please see the schools admission policy available on the school website.

Prior to transfer, the Year 6-7 Transition Co-ordinator/SENDCo contacts all feeder Primary schools in order to identify pupils with SEND, and discuss the current strategies in place to support those pupils to ensure that the correct level of support/intervention continues on their entry to St George's. The SENDCo will be available to attend any Year 6 Reviews which will take place at the Primary schools.

For pupils identified by the Primary with SEND, or vulnerable/anxious about transition, additional visits will be arranged during the Summer Term.

SECTION B: Identification, Assessment and Provision

1. Identification, Assessment and Review Procedures

St George's School is actively involved with feeder primary schools from year 5 onwards through family meetings and through attending reviews. The school takes note of all information from Primary schools regarding pupils with SEND including SAT Scaled Scores and specific assessment results. Year 7 pupils undertake baseline reading and spelling assessments as well as the CATS (Cognitive Attainment Tests) screening programme. These results along with any teacher concerns and further testing (WRAT, TOWRE) enables the SENDCo prioritise those pupils who require further intervention.

All pupils at St George's School have their progress monitored at four Progress Periods during the year. Data available at progress periods may also highlight pupils who may need further testing, and therefore highlight the need for additional support to be put into place.

During internal examination periods access arrangements are developed to ensure pupils with additional SEND needs are fully supported, and this then develops the foundation for access arrangements ready for GCSE examinations in Years 10 & 11.

Categories of Special Need:

- Specific learning difficulties (SpLD)
- Moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)
- Speech, language and communication needs (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic spectrum disorder (ASD)
- Visual impairment (VI)
- Hearing impairment (HI)
- Multisensory impairment (MSI)
- Physical disability (PD)

On completion of the relevant testing, and the SEND has been identified, then details are collated by the SENDCo and advice/details are circulated to staff using the school password controlled system (SIMs). Communication with the pupil themselves and parents takes place to form the legal requirement of a One Page Profile which again is shared with staff. During this early identification stage the Assess-Plan-Do will be completed.

Reviews will take place continuously throughout the year, to complete the Review section of an Assess-Plan-Do-Review and start the cycle of the next Assess-Plan-Do-Review. A pupil with an EHCP will have an Annual Review each academic year.

2. Provision and Allocation of Resources

St George's School acknowledges that there is a continuum of SEND and will try, wherever possible to meet those needs through a range of classroom and school resources, before bringing increasing specialist expertise to bear on the difficulties that a student may be experiencing.

The School follows the graduated Wave response as outlined in the SEND Code of Practice. (See Provision Map)

Wave One:

The effective inclusion of all children in high-quality lessons (quality first teaching), with a focus on reading, writing, communication and mathematics. Children may be at any point on the graduated response - that is, the usual differentiated curriculum.

Wave Two:

Small-group intervention (Literacy Support, Additional Literacy Support, Nurture Group classes, Literacy and Numeracy classes) for children who can be expected to 'catch up' with their peers as a result of the intervention - that is, who do not have a special educational need related specifically to

learning difficulties in literacy or mathematics. Wave 2 interventions are not primarily SEND interventions. This may also be where they have additional needs such as special educational needs, for example emotional and behavioural difficulties for which they are receiving other forms of support.

Triggers for Intervention:

The triggers for intervention for Wave 2 could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

After assessment and consultation with parent/carers the action needed to help the student to progress is something that is additional to and different from action provided as part of the school's usual differentiated curriculum. (See Provision Map).

Wave Three:

Specific targeted intervention for individual children identified as requiring SEND support. Children at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. Children receiving Wave Three support will always be placed on SEND register.

Triggers for Intervention Wave 3, this is characterised by the involvement of external services such as special needs advisory teachers, educational psychologists etc. The triggers for Wave 3 could be that the student, despite receiving an individualised programme and/or concentrated support:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of students of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning and that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The external specialist may act in an advisory capacity, or provide additional specialist assessment. They may also be involved in the deciding on targets and objectives for the pupil.

St George's School has regular involvement with:

- Educational Psychology Service
- Special Advisory Support Teams
- Speech, and Language Therapy
- Health and Medical Services; CAMHS, Primary Care Mental Health Nurses, School Nurse.
- Family's in Need Team
- Headstart
- Walk & Talk Youth Therapists
- School Counsellor

Following the support through intervention waves 1-3 there may be a few pupils who's needs have not been completely addressed and insufficient support being in place, this may be of no fault of the school, but the pupil may require more detailed support and through discussions between school, parents and any outside agencies involved, it may be decided that a Statutory Assessment now needs to be applied for through the Local Authority SEND team. School will submit an application, with supporting materials attached to LA who will then decide if the application will be taken forward to the PSAM panel for their decision on whether an EHCP is awarded. The decision from the LA will be made within 4 weeks of the official submission dates, and the panel will meet 8 weeks later. The whole process of gaining an ECHP may take 20 weeks to be agreed from the submission date. The written evidence that school will be required to submit is:

- The school's action through wave 1 & 2
- Assess-Plan-Do-Review (Usually 3 cycles)
- Reports from outside agencies
- Academic attainment

If agreed by the PSAM (LA Panel), an ECHP will be drawn up with the provision required to meet the needs of the individual with special educational needs, this could include:

- In class support from an LST
- Educational aids – portable word processor, spellcheckers, adaptations – enlarged papers, sloping desks

The EHCP is reviewed at least annually at the School by all agencies/people involved. The review focuses on what the child has achieved as well as on difficulties that need to be resolved.

3. Curriculum access and inclusion

Pupils on the SEND Register are, as all pupils, entitled to a broad and balanced curriculum , including National Curriculum arrangements and Religious Education. We believe in appropriate support through highly motivated teachers led by a team of Lead Practitioners, regular staff training and advice from SENDCo or relevant outside agencies, small class sizes, clear setting on ability - assessed

by St George's as a school, in-class support, and withdrawal for specific intervention programmes at designated times, with parental agreement.

Learning and teaching styles are adapted in order to offer a variety of appropriate strategies to enhance SEND pupils' individual learning ability and progress.

Through the positive Christian ethos of the school, SEND pupils will be fully included into the life of St George's and will be made to feel a valued and appreciated member of Team SG. Extra Curriculum clubs and activities at lunchtime and after school will provide further opportunities for inclusion.

4. Evaluating Success

The success of the SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo, Heads of Department, Lead Practitioners and SLT
- analysis of student key data and test results and feedback to departments
 - for individual students
 - for sub groups
 - for cohorts
- value added data for students on the SEND register using RaiseOnline and 4Matrix
- Annual Report to Governors
- The Whole School Development Plan
- SEND Development Plan

5. Arrangements for Complaints

The arrangement for the treatment of complaints will as far as possible be dealt with internally and hopefully any difficulties should be resolved informally. Parents should, in the first instance contact the College Tutor or subject teacher. The next stage of redress would be via the Pastoral Mentor/Assistant or the Head of Year, who would usually liaise with Miss Owen before attempting to resolve the problem. If the parent feels the issue has not been resolved, then their next action would be to contact the link person from the Senior Leadership Team, who in turn would inform the Head Teacher who may report the complaint to the Governors for further intervention.

SECTION C: Partnership Within and Beyond the Academy

1. Staff Development

All staff at St George's attend weekly Staff Training on a Thursday (2.30pm-4.30pm). At various points throughout the year SEND training/advice from the SENDCo and outside agencies will be disseminated at these evenings. Extra staff training opportunities will be offered to teaching staff, and associate staff such as the pastoral team and LST's at further points during the year.

The Assistant Head teacher responsible for NQT's and new staff to the school is Rachel Fallon, who will ensure that these members of staff are familiar with the SEND policy and ways in which staff are expected to support SEND pupils in their classroom. Further training will also be offered regarding how to best utilise the skills of the Learning Support Teachers when in the classroom.

2. Links with External Support Services

St George's welcomes the involvement of external support and agencies, and has regular contact with the following agencies to help offer additional support to our pupils':

- Educational Psychology Service
- Special Advisory Support Teams
- Speech, and Language Therapy
- Health and Medical Services; CAMHS, Primary Care Mental Health Nurses, School Nurse.
- Family's in Need Team
- Headstart
- Walk & Talk Youth Therapists
- Counsellor
- Pupil Welfare Officer
- Social Services

Once a pupil with Special Educational Needs reaches Year 11 the Young Peoples Services become involved to offer support with the transition to Further Education. They help support pupils with the application processes, and ensure that the pupil is fully supported with their SEND once they move onto local Colleges.

3. Partnership with Parents and Carers

Partnership with parent/carers plays a key role in enabling all pupils' to achieve their potential. St George's school recognises that parent/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parent/carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education. Further to this, St George's operates an open school policy, where parents are encouraged to request the opportunity for an informal discussion or a meeting at any time. Parental engagement is very important to us at every stage of the child's educational pathway.

The process for contact with parents in respect of pupils who have a special educational need, or when a parent feels their child may have a special educational need, will be;

- a) Telephone contact to initially discuss the pupils' needs, or the concern raised by either school or the parent/carer
- b) SENDCo or Representative to meet with parents to discuss a pupils' needs
- c) SENDCo to initiate additional meetings/reviews to take place where appropriate and may form the Assess-Plan-Do-Review cycles

- d) When Waves 1-2 have been applied by school, it may be appropriate for the SENDCo to meet with parents/carers to discuss making a request for a formal assessments from outside agencies, which will become Wave 3 of the intervention system
- e) Following this there may be need for further meeting between the SENDCo and parents/carers to complete an application to the LA for a Statutory Assessment.
- f) In addition to the reviews/parental meetings/parents evenings, those parents who have a pupil with an ECHP will be invited to an annual review meeting.

The LA offers Blackpool Parent Forum for the parent/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities. Further information can be found in the Local Offer following the following link:

www.fyidirectory.co.uk/kb5/blackpool/directory/localoffer.page?directorychannel=2&district=blackpool

4. Pupil Voice

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. At St George's we encourage Pupil Voice activities during classroom learning, and also through College Group activities. We also have a Student Council which is made up of pupils who listen to their peers and take their suggestions to SLT.

SEND pupils will be spoken to regularly by the SENDCo or the Support/Pastoral team to check that they feel their needs are being met. They will also be included when formulating the One Page Profile which is shared with staff.

5. Transition Arrangements

The Care, Guidance and Support Department within school is fully committed to liaison, preparation and support for pupils with SEND during transitional stages. The SENDCo attends primary transition reviews and liaises with primary colleagues to ensure support for those pupils who require it is ready from the start of their high school career. The SENDCo meets with the Young Peoples Services team to support Year 11 SEND pupils with their post 16 choices.

When a pupil joins St George's at any other point other than in the normal transition phase from Primary school, they will access our CAPs (Curriculum Assess Pastoral Support) whilst we gather information from their previous high school and complete testing to ensure we set the pupil appropriately, or have the relevant SEND support in place. We will also share information with other schools if a pupil leaves us to move on somewhere else.

