

GARSTANG ST THOMAS CHURCH OF ENGLAND PRIMARY

POLICY: Special Educational Needs and Disability Policy September 2023

This is our Special Educational Needs and Disability Policy for our whole school including nursery and our main school. If you have any questions about our provision or this policy, please contact our SENDCO:

SENDCO: Mrs Claire Taylor

Telephone: 01995 603454

Email: send@garstang-st-thomas.lancs.sch.uk

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

As of the 1st September 2014, new government legislation has been put in place called 'The Children and Families Act 2014' and a new SEND code of practice accompanies this.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

Section 1: Basic Information

At Garstang St Thomas' school we aim to inspire children to be the best they can be. Our SEND policy is one of inclusion and we believe "Every Child Matters". We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

Garstang St Thomas' follows the requirements of the new 2014 0-25 SEND Code of Practice on the Identification and Assessment of Special Needs and continually strives to remove barriers to achievement.

Section 2: Special Educational Provision

Aims

- To recognise that certain children have difficulties which call for special educational provision
- To give every child with special needs the greatest possible access to a broad and balanced school curriculum, including the National Curriculum
- To try and meet the needs of these children within this school setting. Where this cannot be the case, to ensure that suitable provision is made by consulting outside agencies
- To acknowledge the role parents/carers have in their child's learning
- To work in partnership with parents/carers so that they may support their child's learning
- To work in partnership with outside agencies in order to support the child's learning
- To help special needs children to work in partnership with the teacher to support their learning
- To enable every child to feel and be successful with their learning and develop their self esteem
- To ensure that every child's achievements are valued

- To keep clear, factual records to follow the child through the school and to be passed on to their secondary school where necessary.
- To have adequate resourcing for SEND

Objectives

The following list is given as a guide in the SEND Code of Practice to possible kinds of need:

- Communication and Interaction difficulties
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Further to this we encourage positive attitudes towards physical disability, cultural diversity, gender equality and people with special educational needs. The physical environment of the school promotes access to the curriculum for all children e.g. seating, ramps etc and makes adaptations where possible. The educational environment considers appropriate groupings, flexible teaching styles and accessible curriculum materials. We aim to;

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy.

Responsibility for SEND

The named SEND Coordinator is Mrs Claire Taylor. A designated member of the Governing body, Mrs Susan Willoughby, takes a special interest in SEND although the governing body as a whole is responsible for making provision for pupils with special needs.

Mrs Taylor can be contacted through school on 01995 603454.

Specialist SEND support

The school staff has vast experience in supporting children with a wide variety of needs. The school employs specialist support from outside agencies when needed who guide and support the teachers and SENDCo when needed.

Section 3: Identification, Assessment and Review

Allocation of resources

In order to give every child with special educational needs access to a broad and balanced curriculum, the school has established a procedure for identifying and providing human and material resources to support individual special needs requirements:

Class Teacher

- Identifies pupils with learning difficulties within their class
- Keeps notes and liaises with SENDCo and parents
- Liaises with the SENDCo for planning where appropriate
- Liaises with the SENDCo for strategies, structure and plans for pupils at all levels
- Directs in class support from learning coaches and volunteers

Learning Coaches

- The school acknowledges the value of using learning coaches in helping to implement provision and Individual Pupil Plans (IPPs)
- Training and appropriate visits to other schools is offered as required to all learning coaches.

SENDCO

- Arranges meetings with parents and staff and keeps notes on such discussions. These notes are confidential and filed appropriately eg CPOMs or child's file in the SENDCo's store.
- Arranges annual review meetings and other meetings related to SEND.
- Keeps SEND Governor informed about provision, training and levels of need
- Supports the staff in setting up and maintaining special needs procedures.

- Offers advice and help with the identification of SEND
- Maintains a current list of pupils on all stages of the SEND Register
- Provides provision mapping which is a method of showing the range of provision available to all pupils within the school.
- Discusses with the class teacher appropriate use of outside support agencies.
- Tries to ensure close co-operation between all agencies involved.
- Identifies "areas of need" within the school.
- Provides opportunities for in-service training on special needs issues.
- Purchases appropriate teaching materials to meet the needs of individual pupils.
- Maintains files of reference information on Special Needs
- Analyses data on pupils with Special Educational Needs
- Produces and evaluates provision maps
- Obtains SEND information on entry or from feeder schools through liaison and records
- Passes relevant information on to secondary schools.
- Line manages Special Needs Assistants (co-ordinated with Headteacher)
- Arranges appropriate meetings for parent groups e.g. transition, parenting groups etc

Section 4: The Graduated Approach to SEND Support

All pupils receive quality first teaching, in which a teacher will plan carefully and differentiate work to encompass the needs of all the pupils in their class, regardless of whether they have additional needs or not. Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from learning coaches and specialist staff. Teachers, management and governors regularly review children's progress through the use of formal and informal assessments.

The early identification and assessment of a child with special needs is a vitally important part of the remedial process. Identification and review occurs as and when it is deemed necessary, but in all cases, as early as possible. Each member of staff is expected to keep up-to-date with information about SEND children in their class. The SENDCo maintains an overview of all children's support and needs which is used for monitoring and costing support levels.

To ensure a continuum of special needs provision, staff initiate termly (half termly in EYFS) provision and IPPs based on a cycle of assessment, planning, education and review. As far as possible, this objective is met within the normal classroom environment, and where this cannot be the case, suitable alternative provision is made. Staff include the use of ICT when providing suitable learning activities. Learning coaches work closely with the teachers to promote all aspects of education and welfare of SEND children.

Parents /carers are involved with the identification and understanding of a child's difficulties. The school sets up a partnership between parents/carers, pupil and teachers so that they all take an active role in supporting learning. When an IPP is set up, extra termly review meetings take place with parents/carers, class teacher, and where required, SENDCo.

The school acknowledges the parent's/carer's rights to have their wishes taken into account concerning special needs provision and to have access to all written reports etc about their child.

Where there are high levels of need, specialist teachers/provision will be brought into school to support the pupil, class teacher and SENDCo. Where necessary, an Education, Health and Care plan will be applied for, to ensure continued support and additional finances to fund the support.

Section 5: Criteria for Exiting the SEN register

The SEND register is a fluid document and is always changing. Before a child is placed on the SEND register, the class teacher will complete an identification document for the child outlining their areas of development and evaluate this each term. If a child is not making further progress, the child will be placed on the SEND register as SEN support. Pupils on the SEND register are monitored closely and assessed against their termly targets. If a pupil has made significant progress and 'caught up' with their peer group, they will be removed from the SEND register. These children will continue to be monitored closely by the class teacher and any further issues will be discussed with the SENDCo.

Section 6: Supporting Pupils & Families

The *Children and Families Bill* came into being in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer' which can be found at the school website: www.garstangstthomas.com/send/

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEN Information Report utilizes the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet. To read the whole report please visit www.garstangstthomas.com/send/

The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with Special Educational Needs or disabilities, and its admissions policy has due regard for the Guidance in the Codes of Practice which accompany the Equality Act 2010 (replaced the SEN and Disability Act 2001). Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Section 7: Supporting Children at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the equality act 2010. Some may also have special educational needs (SEN) and may be SEN support or have an Education, Health & Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND code of practice 2014 is followed. For further details on how the school supports children with medical conditions please see the separate policy on the school website at: www.garstangstthomas.com/send/

Section 8 :Monitoring and Evaluation of SEND

All pupils with SEND are regularly monitored by their class teachers in-line with their peers. Additional monitoring is undertaken by the SENDCo and discussed with parents of children with additional needs at a termly IPP review (half termly in EYFS). This feeds into the graduated approach of assess, plan, educate and review. IPPs and provision tracking sheets are working documents and are used in teaching. These are accessible, but remain confidential.

Section 9: Resources

Teachers' books and further professional reading related to SEND issues are stored near the staff room. Resources to be used with children are stored within relevant year group classrooms and shared accordingly.

Staff are kept up to date with pupils' needs, changes of circumstances, provision, initiatives, legislation and SEND knowledge through SEND meetings, learning coach meetings and staff meetings.

The school has strong links with outside agencies and has links to Hillside and the Loyne Special schools. The SENDCo also attends SEND seminars on a termly basis.

The budget allocation is reviewed and discussed by the Head, Bursar and SENDCo. It is regularly monitored by this team and progress is communicated to the Governing Body via the SENDCo's reports.

Section 10: Roles & Responsibilities

Governors

The Governors are responsible for evaluating the success of the school's special needs provision. There is a designated Governor for SEND (Mrs Susan Willoughby) who meets with the SENDCo. The Governors are invited to relevant SEND training and receive SEND reports provided by the SENDCo.

CLA

The teacher responsible for CLA (Child/ren Looked After) is Mrs Kate Stewart.

DSL

The designated senior leader for safeguarding is head teacher Mr Jim Blakely. The back-up DSL is Mrs K Stewart.

11. Information Storing and Managing

The data protection policy can be found on our website: www.garstangstthomas.com

12. Review of SEND Policy

Once written the SEND Policy is submitted to Governing Body for approval and reviewed annually.

13. Accessibility

The school's Accessibility Plan is available from the school office.

The school is one storey high with all main areas of the school accessible without ramps. Disabled toilets are located outside the Reception classroom and in the hygiene room located off the hall. A changing table and hoist are also located in the hygiene room.

- The school is fully compliant with DDA requirements.

- The school is all on one level with easy access and double doors.
- There are two disabled toilets and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

14. Complaints Procedure

- In line with whole school policy, we aim for a close working partnership with parents and, if parents are anxious about any aspect of their child's education, they can approach the school.
- Informal complaints can be discussed with the SENDCo and/or Head in the hope that a satisfactory resolution can be found.
- The Governor with responsibility for Special Educational Needs may be consulted.
- A committee of the Governing body may be convened to hear the complaint.
- If parents are dissatisfied after these stages they can make a written complaint to the Chair of Governors and a panel of the Governing Body can be convened to address the concerns formally.

"Partnership with Parents" has a helpline and is available to support parents with complaints> their contact details are:

Room B23 County Hall
Fishergate
Preston
PR1 0LD
Tel: 0845 601 4284

15. Bullying

Full details of the school behaviour policy can be found on our website:
www.garstangstthomas.com. This applies to all children, regardless of SEND status.

16. Evaluation Procedures

All staff have access to the school's Special Needs Policy and regularly discuss, observe and share good teaching practice. We realise there is a need for increased continuing

professional development provision in the SEND field, and INSET is arranged at an individual and whole staff level according to need. The SEND Policy is reviewed annually or as appropriate.

Appendices

1. Description of levels on Special Needs Register
2. Outline for the tracking of pupils

DESCRIPTION OF LEVELS ON SPECIAL NEEDS REGISTER

The following headings clarify the levels found on the school's Special Needs Register. We aim to identify a child with a special need as early as possible in their school career.

Monitoring

If a teacher has an initial concern about a child they will be placed on a monitoring list and an identification document completed. The teacher will have expressed some concerns regarding that child's progress, either academic, physical, sensorial, social, behavioural or emotional. The class teacher will share these concerns with parents and the child's progress will be monitored. Learning coaches play an important role in recognising whether children are experiencing difficulties.

SEN support

SEN support signifies that despite receiving extra help in class and individual support, a child continues to make little or no progress. The school will consult with specialists and outside agencies when they take action on behalf of the child. The class teacher and SENDCo are then provided with advice and support from these specialists, so that additional and alternative interventions can be put into place. The SENDCo usually takes the lead, although day-to-day provision continues to be the responsibility of the class teacher. A new IPP will usually be devised: specialists can give advice on fresh targets and accompanying strategies based on their observations and assessments.

For a small minority of pupils, progress onto SEND support may not provide adequate support for their needs. After consultation with parents, class teacher, SENDCo and outside agencies the school can make a request to the Local Education Authority for an **Education, Health and Care Plan**.

Education, Health and Care Plan

If, after following a period of being supported at SEND Support, a class teacher/SENDCo still has significant cause for concern regarding a child's progress they can request a Statutory Assessment from the Local Education Authority.

A Statutory Assessment involves the LEA working with the parents, the school and other agencies, as appropriate. Following a Statutory Assessment a child may be issued with an Education, Health and Care Plan (EHC) by the LEA. All children with an EHC plan, whether in mainstream or special schools, should have targets that reflect the needs and objectives set out in the plan. These targets will be prepared by the SENDCo, class teacher and associated outside agencies and shown in the IPP for that child if appropriate. A child who has an EHC plan will have their progress/targets reviewed regularly by the class teacher and SENDCo and will have an annual review with class teachers/SENDCo/Parents/carers/outside agencies and the LEA.

Outline for the Tracking of Pupils

Provision and IPPs for children are reviewed by class teachers and SENDCo termly. SENDCo meets with staff responsible for whole school assessment.

September

- Dates set with new class teacher/SENDCo for October/November to update class provision tracking and IPPs
- SENDCo arranges dates for Annual Reviews for EHC plan children for current academic year to include SENDCo, class teacher, learning coaches and outside agencies as well as parent/carers.

October/November

- Scheduled meeting with class teacher, SENDCo and learning coach where appropriate to discuss all children in the class: review IPPs for all children at SEN support level.
- Parents invited to discuss IPPs with class teacher (changes can be made if necessary)
- Copy of each child's IPP to be held in class teacher's file and SEND file.
- New IPPs developed for the forthcoming year.
- SEND record updated.

February/ March

- Meeting with class teacher, SENDCo and learning coach where appropriate to review targets. Update IPPs.

- Parents invited to discuss IPPs with class teacher (changes can be made if necessary)
- SEND register updated and recorded on "School Return"

May/ June

- Meeting with class teacher, SENDCo and learning coach where appropriate to review targets. Update IPPs.
- SEND register updated and recorded on "School Return".
- If appropriate, parents invited to discuss IPPs with class teacher (changes can be made if necessary)
- SENDCo visits feeder schools/nursery/playgroups and attends annual reviews to discuss new children starting at Garstang St Thomas' in the September as necessary.
- Informal meetings held between present class teachers and SENDCo to ensure smooth transition to next class of all pupils, particularly those on SEND register.
- Extra transition visits are arranged for all SEND and vulnerable children transferring to secondary schools.