St. Andrew's CE Primary School

Special Educational Needs and Disability Policy

Approved by:	Teaching and Learning Committee
Last reviewed on:	February 2025
Next review due by:	Spring 2026

Introduction

- St Andrew's C. E. Primary School is committed to providing high quality education through a broad and balanced academic and social curriculum which is accessible to all pupils, including those identified as having Special Educational Needs or Disabilities (SEND), allowing all pupils to be fully included in every aspect of school life.
- We believe that all children should be equally valued in school.
- We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Children cannot learn effectively if they do not feel safe and healthy.
- We are committed to Inclusion which is part of the school's strategic planning aiming to develop cultures, policies and practices that include all learners. This does not mean that we will treat all learners the same way, but will respond to learners in ways which take account of their varied life experiences and needs.
- Promoting Inclusion is a collective whole school responsibility where the teaching and learning, achievements, attitudes and well being of every child matters.
- We are committed to improving the outcomes for all pupils at St Andrew's, including the most vulnerable, by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being

We strive to provide equal opportunities for all learners, in particular the provision for and achievement of different groups of learners:

- Girls and boys and children exploring or changing their gender or sexual identity
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees.
- Learners who need support to learn English as an additional language
- Learners with SEND: **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 him or her significantly greater difficulty in learning than the majority of others at the same age. A disability that prevents or hinders them from making use of educational facilities.

SEND is aligned into 4 main areas of learning difference:

1. Pupils with cognition and learning difficulties e.g. dyslexia, dyspraxia, general learning difficulties.
2. Pupils with communication and interaction disorders e.g. language delay, social communication or autism
3. Pupils with specific physical, sensory or medical needs or disability that directly affects their learning e.g. hearing or visual impairment, epilepsy etc.
4. Pupils who are prevented from learning by their social, emotional or behavioural development (SEMH). E.g. children who have suffered trauma resulting in attachment difficulties
    - Learners who are looked after by local authority.
    - Others such as those who are young carers, families under stress i.e. mental illness, drug or alcohol dependency problems or domestic violence.
    - Learners who are at the risk of disaffection and exclusion.

This policy describes the way we meet the needs of any children who experience barriers to their learning.

We recognise that pupils learn at different rates and that many factors affect achievement including ability, emotional state, age and maturity.
We believe that many pupils at some time during their education may experience difficulties which affect their learning. These may be short or long term and we aim to identify these as they arise and provide teaching and learning contexts and additional provision to enable every child to reach their potential.

Objectives of Policy:

1. To ensure the SEND (Special Educational Needs or Disability) and Disability Act 2014 and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and eliminate prejudice and discrimination against, pupils with SEND.
3. To continually monitor the progress of all pupils, to identify needs as soon as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, Head of Inclusion and support staff as appropriate.
5. To ensure that pupils with SEND are perceived positively by all members of the school community.
6. To involve parents/carers fully in planning to meet their child's additional needs.
7. To involve pupils themselves in planning and in any decision making that affects them.
8. To inform and update the governing body of provision for SEND at St Andrew's.
9. To enable pupils to move on from St Andrew's well equipped to meet the demands of secondary education.

Arrangements for co-ordinating SEND provision:

The Co-ordination of provision of SEND is led by the Head of Inclusion/ SENCO (Special Educational Needs Co-ordinator) through discussion with the Head teacher and other members of the Senior Leadership Team (SLT).

- All Class Teachers teach pupils with SEND. They will provide learning opportunities which are absorbing, rewarding, effectively differentiated
- All teaching assistants support pupils with SEND. They may be involved in preparation of resources, ensuring pupils work towards Individual Targets, supporting groups and individual pupils.
- INAs (Individual Needs Assistants), Classroom Teaching Assistants (TAs) have responsibility for delivering programmes for identified pupils inside and outside of the classroom. They are involved in planning, monitoring and reviewing identified programmes under the direction of the Head of Inclusion.

Identification, Assessment, Monitoring and Review Procedures:

- Provision is based on a graduated response in line with the 2014 SEND Code of Practice: Assess Plan Do Review
- The school system for regularly observing, assessing, recording and analysing the progress of all pupils is used to identify pupils who are not making satisfactory progress. The following will inform identification:

- Early Years Foundation Stage assessment (EYFS)
- Progress measured using Pre Key-Stage Documents
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- Parental concerns
- Arbor Assessment Data
- Education Health Care Plan (EHCP)
- Assessments by a specialist service, such as BHISS specialist staff (Brighton and Hove Inclusion Service) etc
- Termly Provision Mapping Meetings will alert us to newly arising concerns

- **Based on the schools' information and following a discussion between the class teacher, HI and parents/carers, a pupil may be recorded as needing**:
    1. Adapted curriculum support in class
    2. Additional support through small group provision from classroom staff
    3. Additional support through the SEND/Inclusion team and for EHCP provision.

The Head of Inclusion and the Inclusion Team:

- Will meet with each Class Teacher (including INAs and Key Workers where possible) at Provision Mapping Meetings termly to discuss pupil's additional needs and to review and write Assess,Plan Do Review documents for children with SEND, These will used to inform and support Quality First Teaching and Planning.
- Will offer parents the opportunity to meet formally twice a year at parents evening to discuss their child's needs and provision and be available to give advice and support where necessary.
- Will meet with staff from nursery schools prior to pupils starting school.
- Will meet with staff at secondary schools to organise a smooth transition and complete the Local Authority "Vulnerability Index" for each secondary school.
- With the Head teacher we will monitor the quality and effectiveness of provision for pupils with SEND. Will present a provision map to show allocation of resources and time for the HT and Bursar to establish budget.
- Will maintain and update the SEND Arbor and Provision Mapping database
- Will organise and Chair Annual Reviews for EHCPs.
- Will liaise with all outside agencies, attend meetings and prepare reports.
- Will plan, monitor and review identified differentiated learning at additional support or EHCP
- Will liaise closely with staff supporting pupils with SEND.
- Will identify and organise training and professional development for staff to enable them to confidently support pupil's needs.

Partnership with parents/carers:

- Parents/carers will be informed and involved of the education planning process of pupils with SEND.
- Parents will have the opportunity to meet formally at Parents/Carers Evenings with teachers and the Inclusion Team. They are able to make other appointments on request

- Parents can access information, advice and suggestions of ways to support pupils at home from the HI/SENCO and Class teachers.
- Parents can access support from other agencies through sign posting
- Assess Plan Do Review Forms may include targets to work towards at home or may require parental support to carry out.

The Governors will:

- Ensure the school has an Inclusion Co-ordinator, a SEND Policy and that, on recommendation from the Head teacher and HI/SENCO, appropriate portions of the school budget are allocated to meet the needs and ensure inclusion of pupils with SEND.
- Report annually to parents and ensure parents are familiar with the school's policy for SEND.

Pupils will:

- Be encouraged to express their opinion and have it taken into account in any matter affecting them.
- Participate in the decision making process e.g. target setting, contributing to EHCPs, transition etc.
- Know their views are valued, their success and achievements celebrated.
- Pupils will have an awareness of the needs of those pupils with disabilities and how they can support them

Staff will:

- Provide a curriculum for identified pupils through Quality First Teaching, and SEND support
- Teachers will share EHCPs and Asses Plan Do Review forms with their teaching team so that all those involved know the targets pupils are working towards. They can all contribute towards evaluating the targets set.
- Provide a creative curriculum and use a variety of teaching styles to deliver learning.
- Meet with HI/SENCO in Provision Mapping to monitor targets, review and set new ones.
- Seek support from the HI to plan appropriately for identified pupils if they need too.

The Graduated response

- SEND support is primarily delivered by class teachers through Quality First Teaching, then Class TA interventions, then SEND team support.
- Code of Practice procedures will be rigorously followed within each level of action using the OBSERVE, ASSESS, PLAN, DO and review approach.

- In order to make progress a pupil may only require adaptation of the whole class plans which may involve modifying learning objectives, teaching styles and access strategies. Monitoring of progress will be carried out by the class teacher and reviewed regularly at Provision Mapping reviews.
- The school uses the definitions of progress suggested by Code of Practice that is progress which:

Closes the attainment gap between the child and their peers
Prevents the attainment gap from growing wider
Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
Matches or betters the child's previous rate of progress.
Ensures full access to the curriculum.
Demonstrates an improvement in self-help or social or personal skills.
Demonstrates an improvement in the child's behaviour.

- Where a period of differentiated curriculum support has not resulted in the child making progress or where the nature or level of the child's needs are considered unlikely to be made by such an approach then alternative provision with Classroom TA support.
- Provision would be indicated where there is evidence that:
  There has been little or no progress made with existing interventions.
- Additional support is required to develop literacy and numeracy skills. emotional, behavioural or social, sensory or physical impairments development, or communication and interaction needs.
- It can be appropriate to support these pupils in groups with pupils with similar additional pupils.
  Pupils with identified additional educational needs will be placed on the SEN Register**.**
- Responsibility for planning for these pupils remains with the class teacher in liaison with HI. Additional support is planned by HI and delivered by trained Teaching Assistants. This is funded from the schools annual budget.
- The HI will produce a Provision Map to show allocation of time and resources to SEND to inform calculation of cost.
- Monitoring will be carried out as indicated above through analysing assessment data, discussion at Provision Mapping Reviews, meeting with parents/carers, and reflective discussion/contribution with the pupil and observation by HI. The HI may conclude from consultation that the pupil continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to increase provision support provided by the SEND team.
  Provision would be indicated where there is evidence that the pupil:
- Continues to make little or no progress in the areas of concern.
- Continues working at National Curriculum levels substantially below that expected of children the same age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Have emotional, behavioural or social needs which regularly and significantly interfere with the pupils, or other pupils, learning.
- Has sensory or physical needs which require additional specialist equipment or regular advice and visits from a specialist service.
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

- Provision at SEND Team Level often includes the involvement of specialist services**.**
  Advice and assessment data from these services will inform the planning, monitoring and review process of the pupil's progress.

  Outside school support services may include**:**
  Social Services

School Nurse
Community Paediatrician
SALT
Physiotherapy
Occupational Therapy
CAMHS
BHISS specialist teachers
Educational Psychology
Wellbeing Support Service
Sensory Support Team.

Parent/carer consent is always required before discussion with outside agencies.

Educational Health Care Plan (EHCP)

If it is appropriate to make a request for formal assessment, a person centred approach will be followed. This direction is taken when there is evidence that despite appropriate support, including multi-agency involvement, the child may require an EHCP needs assessment with a view to accessing an EHCP.

- The child or young person is at the forefront
- Parents are consulted and involved in the application process
- The HI or SENCO completes the proposed EHCP, which is submitted to the Local Authority SEN Panel for assessment and completion of information re resources, funding agency, personal budget and educational placement.
- These points of procedure highlight co-ordination, key-working support and the person centred approach to SEN and do not include full details of all aspects of the EHC planning process. A pupil with an EHCP must have an Annual Review, chaired by HI/SENCO to include parents/carers, school staff, the pupil where appropriate and representatives from outside agencies.

Access to the Environment

- St Andrew's C. E. School is a single site school on two levels, with lift access and excellent disabled access to the school facilities and outside areas.
- Pupils requiring equipment/access due to a disability will be assessed in order to identify the support they require and the school will make reasonable adjustments to meet their needs and seek advice from outside agencies.

Access to Information

- Access to information will be provided in a variety of different formats.

Admissions and Transition

- The admission policy is in line with the expectations laid down by the National Society
- It is advised to plan and begin the transition from one educational setting to another as early as possible in order that appropriate arrangements to meet the child's needs may be made well in advance.

Admission to Reception is flexible to cater for individual needs- the HI/SENCO can discuss a flexible timetable for children with SEND or shared placements where it is agreed it is appropriate.

- Pupils transferring to secondary setting will be offered additional visits and transition planned well in advance. HI/SENCO will set up meetings with appropriate secondary staff and parents. Pupils with SEND transferring to a new school will have records forwarded via the electronic CPOMS system or paper copies where required.

Inclusion

- PHSE curriculum includes issues of disability, difference and celebrating and valuing diversity.
- Library books and resources are regularly reviewed to ensure they reflect a wide range of special needs issues and a disability equality perspective, divers communities and inclusive attitudes including different families.
- St Andrew's C. E. School encourages the inclusion of all pupils on the School Council, Eco Council, Faith Council and the Diversity Forum.
- The school makes optimum use of PHSE lessons for raising issues of use of language and the impact of the words they use. The school will deal seriously with derogatory name calling. (See Anti-Bullying Policy).
- St Andrew's C. E. School endeavours to make all educational trips/visits inclusive by planning in advance, identifying needs and providing additional support or resources where necessary.
- Reasonable adjustments are made to ensure inclusion of pupils with disabilities i.e. visually impaired pupils, use of sound fields in class rooms.
- INAs and the school's Inclusion Team are available to support pupils with their learning, behaviour, homework, organisational skills.
- Additional forms of communication are used such as PECS or makaton support when speaking especially in Reception and KS1 and Visual Timetables and visual prompts in class and around school.
- Small group learning and 1:1 learning is offered when appropriate for phonics, reading, maths, writing.
- In class, pupils may need to access an adapted curriculum through expectation, outcome and support.
- Several pupils require Key Worker support while they are in school to support behaviour and life skills.
- All pupils are welcome to join extra-curricular activities and reasonable adjustments will be made where possible to allow this. A wide variety of after school clubs are available to pupils.

Evaluating the success of the SEND Policy.

- The Head teacher, HI/SENCO and SLT analyse data on the percentage of pupils with very low attainment at the end of their Key Stage, compared to the percentage in similar schools. We analyse data on behaviour (incidents and exclusions).
- We set new targets for the year ahead aiming for:
  A reduction in the percentage of children with very low attainment.
- An increase in attendance over 96%
- A reduction in behaviour incidents.
- The HI/SENCO will report termly to the Governors at the Curriculum and Inclusion committee meeting, providing information about numbers and provision for pupils with SEND at EHCP and School intervention.
- The Head teacher will report on any whole school developments and exclusions and ensure governors are kept up to date with legislative or local policy.
- Feedback and comments from parents will be valued and acted upon.
- Pupils with SEND are identified and provision put in to place as early as possible.
- Results from assessment and testing e.g. SNIP, Salford or HAST spelling assessments.

Dealing with Complaints

- If a parent has a concern about provision or policy in the first instance this should be raised with the HI/SENCO and the class teacher.
- If the issue cannot be resolved, then the issue should be raised with the Headteacher.
- If a parent is still unhappy with the outcome they can make a formal complaint in writing to the Headteacher who will then reply within 10 working days.
- The Headteacher will follow the whole school complaints policy (available on request from school office) and inform the Chair of Governors.

How to contact the Inclusion Team

Our school Head of Inclusion/SENCO is Ms Kim Murdock kimmurdock@st-andrews.brighton-hove.sch.uk (Mon – Fri)
The Assistant SENCO is Miss Aimee Yahiaoui aimeeyahiaoui@st-andrews.brighton-hove.sch.uk (Mon – Fri)
Inclusion Teacher is Mrs Sarah Chambers sarahchambers@st-andrews.brighton-hove.sch.uk (Mon – Wed)
They can be contacted through the School Office Tel 01273 770082.
The Head teacher has overall responsibility for Special Educational Needs & Disability in the School.

February 2025