



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

"It is our responsibility to learn and achieve our dreams as a family."

Reviewed Annually by the Governing Board

January 2025

Inclusion Statement

At St Helena's C of E Primary School, we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of pupils' varied life experiences and needs. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

(Special Educational Needs and Disability Code of Practice, 2015)

Our legal responsibilities

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (January 2015) DfE/DoH** which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

Children and Families Act 2014

Equality Act 2010: the School has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.

Equality Act 2010: Advice for Schools: non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

Working Together to Safeguard Children (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

Schools SEN Information Report Regulations (2014)

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission

Supporting pupils at school with medical conditions (2015): statutory guidance from the Department for Education

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

Supporting Pupils at School With Medical Conditions (2014): statutory guidance from the Department for Education.

- This policy has been written with links to our policies on Child Protection, Behaviour, Medical Conditions and Curriculum areas.
- It was written by the SENDCo in consultation with the Governing Board, Headteacher, current school staff and parents, following reform of the SEND Code of Practice.
- It should be considered alongside the SEND Information Report, as identified in the SEN Information Regulations (Schedule 1 Regulation 51) for this school, which can be found on the school website and also alongside the Disability Equality Scheme.
- In line with DfE requirements, this policy will be updated a minimum of every three years. The SEN Information Report will be updated annually. Any changes occurring during the year will be updated as soon as possible.

‘Every teacher is a teacher of every child or young person including those with SEND’

At St Helena’s C of E Primary we provide a caring, inclusive and stimulating environment so children learn actively and are motivated to do their best and reach their potential.

We ensure that every child is safe and happy in our school and develops as an independent learner. We provide the highest quality teaching in order to secure outstanding learning and nurture curiosity and a love of learning through a varied and stimulating curriculum, which enables children to develop socially, morally and intellectually. By promoting the importance of working together and showing consideration and support for each other, we foster a caring school community.

We provide a wide range of extra-curricular activities and experiences to develop children’s understanding of the wider world for all children and work together with parents in order to support children’s development and education.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

‘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 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 post 16 institutions’.*

‘A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them’.

Many children and young people who have SEN may 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 includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014)

Our School Aims and Objectives

In our school we ensure that the needs of SEND children are routinely met.

Our long-term aim is to raise the aspirations of children with SEND by providing early high quality interventions to ensure better outcomes for children and to narrow the gap between the progress and achievement of children with SEND compared to those without SEND. Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for all children and make an early, accurate identification of those who may have SEND
- To work within the guidance provided in the SEND Code of Practice, 2015
- To work in partnership with parents/carers
- To value and encourage the contribution of all pupils to the life of the school
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To work with the Governing Board to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to further support the needs of individual children
- To ensure that all staff have access to training and advice to support quality differentiated teaching and learning for all children.

The SEND Process

St Helena’s has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improves long-term outcomes for the pupils. The SEND Code of Practice, 2015, describes the 4 broad areas of need that should be planned for:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Pupils are currently identified at Pupil Progress Meeting and via teacher concerns using an Internal Referral Form. This follows the SEND Journey Flow Chart. This will ensure that we are correctly identifying children with SEN and following the relevant pathways for each of them.

When a child is identified, the Assess, Plan, Do, Review process begins. The class teacher will add the child to the class provision map and begin extra support for the child. This will be monitored by the Class Teacher and the SENCo and next steps discussed.

Once a child has been identified as needing to be on the SEN Register parents/carers will be informed.

The school has a SEND Register and SEND Tracker. These are reviewed and updated by the SENCo on a regular basis.

The SEND Journey

Our School uses the following graduated approach to respond to children's special educational needs:

Quality First Teaching.

Children will remain with their class teacher as this is where they learn best, with the rest of their class. Learning in the classroom will be adapted and scaffolded for the SEND child as recommended by the EEF five-a-day principle; Explicit Instruction; Cognitive and metacognitive strategies; Scaffolding; Flexible grouping and Using Technology. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher, outside agency or teaching assistant (**do**), the focus of all intervention will be on outcomes. Our aim is to put in sufficient support to enable our children to reach challenging targets, but without developing a learned dependence upon an adult.

Placing children on our 'Monitoring' list.

Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENCO. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored.

Placing children on the SEN Register.

Where there is concern that 'everyday' quality teaching is not enough to support their needs there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required, specific learning programmes (in addition to those usually on offer in the classroom) are drawn up in a Learning Plan. The provision agreed is recorded on the Class Provision Map and the child's progress is carefully monitored through meeting with the class teacher three times per year and reviewing Learning Plan Targets.

Following this, there can be the need for greater involvement of external agencies, including:

- Educational Psychologist (EP)
- Specialist Teaching Team (STT)
- Sensory Impaired Support Service (SISS)
- Working Together Team (WTT)
- Speech and Language Therapy Service (SALT)
- Child and Adolescent Mental Health Service (CAMHS)
- School Nursing Team
- Physiotherapist
- Social Care

The SENCO, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. Advice and support from these agencies will be used to inform Learning Plan targets. The delivery of the interventions recorded in the Learning Plan is the responsibility of the class teacher.

Application for an Education, Health & Care (EHC) Plan

Where a child’s needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to the local authority detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.



The SEND Journey 2024/25

Stage 1 - QFT	Stage 2 - Monitoring	Stage 3 – SEND support	Stage 4 - EHCP
↓	↓	↓	↓
Area of need identified by the Class Teacher <ul style="list-style-type: none"> Communication and Interaction Cognition and Learning Social Emotional Mental Health Sensory and Physical Health 	Teacher to meet with SENCo to discuss which assessments need to be carried out. Assessments (eg SNAP) are carried out by Teacher/TA. SENCo to be given results.	Referrals to external agencies may be submitted.	Collate all paperwork If Lincolnshire – V-SEND needs to be completed
↓	↓	↓	↓
Teacher to discuss concerns with parent at a meeting (not parents evening) and prepares a half term intervention to support the specific learning area. Start Internal Referral Form paperwork - page 1	SENCo to action – meeting with parents/ observations etc	Child moved onto the SEN Register	Information is gathered and an application made for EHCP. There is no guarantee that an EHCP will be granted. Evidence of sufficient graduated approach must be gained. Reports from numerous professionals required.
↓	↓	↓	↓
Child's progress is monitored by class teacher/TA over one half term	Child added to monitoring section of SEN register	Child's progress is monitored by class teacher and SENCO for at least three cycles (terms). If Lincolnshire - V-SEND Tool at this point	
↓	↓	↓	↓
Complete the Internal Referral form – page 1 - Send form to SENCo	Child's progress is monitored by class teachers and SENCO over a 6-8 week block (half term)	Is the child making progress? If yes then remain at this stage. If no then move on to Stage 4	If an EHCP application is successful, then targets are set and reviewed regularly via the Annual Review process.
↓	↓	↓	↓
Is the child making progress? If yes then remain at this stage. If no then move on to Stage 2	Is the child making progress? If yes then remain at this stage. If no then move on to Stage 3		

Partnership with parents

Our SEND Information Report (previously known as the local offer) can be found on the school websites <http://www.st-helenascofe.lincs.sch.uk/>.

At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child’s education. We have regular meetings to share progress with children and their parents/carers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Admission Arrangements

Admission Arrangements and our School Admissions Policy can be found via the link on our school website home page.

Following LA and our agreed admission and equal opportunities policies, a child will be offered a place at St Helena's Church of England Primary School if it is available. It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special educational needs.

For children joining the school at EYFS with recognised SEND, the school will work closely with the nursery from which they are joining us to meet with keyworkers and discuss any additional requirements your child may have. Written information about your child will be shared which will include their current 'Ages and Stages' and any special needs paper work or individualised plans.

Should it be felt by parents and carers or the school that your child would benefit from a more personalised transition program we will be happy to work with you to arrange this.

For children with SEND joining the school at different times of the year or in different year groups we highly recommend that both you and your child visit the provision prior to starting. In addition, a transition visit can be arranged for your child to spend time in their new classroom prior to their commencement date in order to familiarise themselves with the setting, the cohort and the adults that will be working with them. You may also find it useful to arrange a meeting with the Mr Goddard, the SENDCo, in order to discuss your child's needs.

Access Arrangements

Children with SEND may qualify for Access Arrangements for Year 6 SATs. These access arrangements will be applied for by the SENDCo or Head Teacher. These can take the form of:

- Additional Time (max 25%) for children with slow processing speed or recording difficulties
- A reader for children with significant reading difficulties
- A scribe for children with significant recording difficulties
- A prompt or rest breaks for children with attention difficulties

When a period of transition is approaching, SEND children receive support to ensure they are comfortable with the process. Transitions may be between classes, Key Stages or to Secondary School. Teaching assistants may be used to support children, visits to new settings will take place (short session or whole days) and lessons on coping with change during the PSHE curriculum are held every year. If needed, extra provision can be made such as extra visits and meetings with new teachers.

Supporting SEND children with Medical Conditions

We recognise that children at school with medical conditions should be properly supported so they have full access to education, including school visits and PE. Some children with medical conditions may be disabled and where this is the case we will comply with all our duties under the Equality Act 2010.

Our school policy on supporting children with medical conditions can be found in the key information section on our school website – www.st-helenascofe.lincs.sch.uk

Monitoring and Evaluation of SEND

Class teachers continually monitor the quality of the provision for SEND children. This is overseen by the SENDCo, who regularly measures the impact of each intervention. The SENDCo and the Headteacher hold pupil progress meetings with each class teacher following assessment points in the year. The SENDCo monitors the data of children in order to identify any potential need.

Audits of parents and children's views are taken via questionnaires, pupil interviews and during review meetings, to help us evaluate our provision.

The SEND Governor visits termly to work with the SENDCo on the analysis of data and the impact of interventions. Monitoring and evaluation help us to provide quality support for SEND children: if a programme of support is not working for that child, it is picked up early and appropriate steps can be taken to adjust the provision.

Staff Training and Resources

A proportion of our main budget share is allocated to SEND. Children with a EHC Plan/Statement receive higher level funding to provide for their more complex needs.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are required to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process and during Appraisal Meetings.

All teachers and support staff undertake an induction process when they take up their post. This includes a meeting with the SENDCo to explain the systems and structures in place around school.

The SENDCo attends the Local Authority SENDCO network meetings in order to keep up to date with local and national issues in SEND.

The SENDCo works closely with the local Secondary School SENDCo and SENDCos in our collaborative partnership of primary schools to share good practice.

Roles and Responsibilities

Governors

- Alana Boxall is the member of the governing board with specific oversight of arrangements for SEN and disability.
- Hayley Groves is our Chair of Governors who also supports the monitoring and arrangements of SEND.
- The Governing Board **must** publish information on the School website about the implementation of the governing board's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the **Special Educational Needs and Disability Regulations 2015** and **must** meet the 13 standards of Schedule 1, Regulation 51.

Headteacher

- Mr Anderson is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn
- The head teacher and the governing board will delegate the day to day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCo)

- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners as supplied by SENDCo
 - pupil progress meetings with SENDCo and individual teachers
 - regular meetings with the SENDCo
 - discussions and consultations with children and parents

Special Educational Needs Coordinator (SENDCo)

In line with the SEN Code of Practice 2015, Mr Goddard will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of children with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans (EHC)
- co-ordinating provision for children with special educational needs and disabilities
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with SEND
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all children with a current statement of special educational need or EHC. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a child may have a special educational need or disability which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for all children who transfer from one phase of education to another.
- monitoring the school's system for ensuring that Learning Plans, where it is agreed they will be useful for a pupil with special educational needs and disabilities, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs and disabilities)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- liaising and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENDCo network meetings and training as appropriate.
- liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and Disabilities (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Class teachers

Class teachers will liaise with the SENDCo to agree:

- which children in the class are vulnerable learners
- which children are underachieving and need to have their additional interventions monitored on the provision map – but do not have special educational needs.
- which children require additional support because of a special educational need or disability and need to go on the school's SEND list. Some of these children may require advice/support from an outside professional and, therefore, a Learning Plan to address a special educational need or disability (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for any EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for children with special educational needs to work on agreed targets which are genuinely '*additional to or different from those normally provided as part of the differentiated curriculum offer and strategies.*' (SEN Code of Practice 2015)

SEND Teaching Assistants

- will work with the support of the class teacher to provide for the needs, physical and learning, of the children in their care, using tailored multi-sensory programmes
- be fully involved in the appraisal process led by the SENDCo to support their personal development
- keep appropriate records as needed
- contribute to review meetings

Storing and Managing Information

Records on individual children's SEND are kept electronically. Information is passed on to the next class teacher or next school during transition meetings.

Accessibility

The DDA, as amended by the SEN and Disabilities Act 2014, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

We have an accessibility plan to show how we have made and are continuing to make our school accessible to children and parents with various disabilities.

We operate an open door policy. If parents or children have a problem, we will be available for advice and support throughout the day.

Complaints Procedure

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.

However, all complaints are taken seriously and will be heard through the school's complaints procedure (see key information section of website www.st-helenascofe.lincs.sch.uk)

In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENDCo and/or the Headteacher.

If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address.

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs:

9-11 The Avenue
Lincoln
LN1 1PA

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Bullying of any form is not tolerated at St Helena's C of E Primary and will be dealt with swiftly in accordance with the procedures outlined in our Behaviour Policy (see key information section of website www.st-helenascofe.lincs.sch.uk). Staff are aware that vulnerable learners and children with SEN can be susceptible to discrimination and bullying and we employ a whole school approach to tackling it.

Reviewing the Policy

DfE guidelines recommend reviewing the policy every 3 years. However, the SENDCo will make sure that any changes of policy, practice or staffing are reflecting in the policy annually.

At St Helena's C of E Primary School our staff responsible for SEND are:

SEND Governor – Alana Boxall and Hayley Groves (contactable through school 01507 462367)

SENDCO – Mr Joshua Goddard (01507 462367).

Child Protection Officers & LAC Designated Teachers – Mr Ed Anderson (Headteacher)
Deputy Safeguarding Lead – Miss Miranda Wickland and Mrs Linda Storr

This policy was reviewed: Jan 25

Signed by Chair of Governors: