

St Thomas' CE (VA) Heaton Chapel



Special Educational Needs & Disability (SEND) Policy

A handwritten signature in blue ink, appearing to read 'S. D. Field', is positioned to the left of the Chair of Governors title.

Chair of Governors

Date: November 2024

Action	Comments
Reviewed: Spring 2016	Rewritten to incorporate new SEND framework
Reviewed: Autumn 2021	Reviewed to include most current practice-Stockport Entitlement Framework and LA Local Offer
Reviewed: Autumn 2022	No Changes
Review: Autumn 2023	No Changes
Review: Autumn 2024	No Changes

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Statement of Intent

This policy outlines the framework for St Thomas' CE Primary School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

St Thomas' CE Primary School therefore intends to work with Stockport Local Authority and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Why we do what we do...

All the things that happen at St Thomas' CE Primary School are driven by our 'Vision':

At St Thomas' CE Primary School, we believe that working with parents is key to our children's success. Working in partnership is an essential pillar of a successful education. We believe that the Gospel narrative supports a holistic approach to the inclusion and wellbeing of our children and staff: "I have come that they might have life and life in all its fullness," John 10:10. We aim at all times to evidence this value and recognise the worth of every individual as created in the image of God.

It is important that learning experiences lead to consistently high levels of pupil achievement, and we believe that this is best achieved when children engage in experiential, collaborative tasks that are well matched to the individual needs of each learner.

At St Thomas' CE Primary School we ensure that the needs of all children are met through a vibrant, dynamic school curriculum. We also make active use of assessment to make sure that each child receives the challenge and support that is needed to help them to make progress.

SENDCO – (NASENCo award)

The person responsible for coordinating provision for children with SEND,

Miss N Wood, is a member of the senior leadership team and is contactable on schools number (0161 432 6809) or via email: natalie.wood@stthomasheaton.stockport.sch.uk

Aims

- To make appropriate provision to overcome all barriers to learning and ensure pupils have full access to a broad and balanced curriculum.
- To work in partnership with parents and involve them in all stages of their child's development.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in partnership to ensure that any child's Special Educational Needs and Disability are identified as early as possible on the child's arrival at school or when the need emerges or becomes apparent.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To make active use of assessment ensuring that each child receives the challenge and support needed to help them make progress.
- To work in cooperation and productive partnership with outside agencies and professionals to ensure a multi- disciplinary approach.
- We listen to the views of child, parents/carers, professional and staff
- We want all children to achieve and excel irrespective of their need or barriers to learning, and we strive to create an inclusive school culture.

Objectives

- To identify at the earliest possible opportunity and provide for pupils who have special education needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2015
- 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 Coordinator (SENCO) who will work with the SEN Inclusion policy
- To provide a Special Educational Needs Coordinator (SENCO) who will work with the child, parents/carers, professionals/outside agencies and staff
- To provide support and advice for all staff working with special educational needs pupils

1. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25 (2015)
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- Stockport Local Authority Entitlement Framework (updated 2020)

2. Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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.

3. Areas of special educational need

St Thomas' CE Primary School will make provision for pupils with the following 4 areas of need:

- Communication and interaction. – e.g. Children with speech, language and communication needs and children with ASC (Autistic Spectrum Condition)
- Cognition and learning.- e.g. Specific learning difficulties including Dyslexia, Dyspraxia, Dyscalculia, moderate learning difficulties, global learning delay
- Social, emotional and mental health. – e.g. ADHD, ADD, attachment disorder, self-harming behaviour, ACEs (adverse childhood experiences), extreme or prolonged emotional outbursts, eating or sleeping disorders, school refusers

- Sensory and / or physical.- e.g. Hearing loss, visual impairment, gross and fine motor difficulties or physical impairment, hyper and hypo sensitivity

4. Admissions

St Thomas' CE Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Welcoming our children with different needs and abilities
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan (Education, Health and Care Plan).
- Supporting the admissions of children who have SEND and supporting the EHC plan pathway and process.

5. Roles and responsibilities

The governing body has a responsibility to:

- Effectively engage parents and / or young people with SEND when drawing up policies that affect them.
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designate an appropriate member of staff (the SEND co-ordinator or SENDCO) as having responsibility for co-ordinating provision for pupils with SEND.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Ensure the school Admissions Policy prioritises pupils with disabilities and Special Needs,
- Ensure the school has an Inclusion Policy
- Ensure the school has an Accessibility Plan setting how we plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years. See Appendix 1.

- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Work with the Local Authority to provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress regularly during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, reviewing their progress termly, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.
- Ensure that all teachers see themselves as teachers of special needs and that all school environments are SEND friendly
- Ensure all teachers are equipped to follow the expectations of Stockport's Entitlement Framework

SEND Coordinator (SENDCO) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.

- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND to ensure co-production (effective partnerships with parents).
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a 1-page profile of the child or young person with SEND.
- Provide professional guidance to colleagues and work closely with staff members, Teaching Assistants, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.
- Provide new staff members with SEND induction

Class / subject teachers must:

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Ensure that their work settings, wherever they are in the school, are enabled or adapted to make them SEND friendly

6. Involving pupils and parents in decision making

At St Thomas' CE Primary School we want parents to feel confident, supported and resilient.

The co-production process should help parents, children and young people with SEN express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual uniquely created in the image of God, regardless of their need
- Be driven by the desire to allow each child to flourish
- Be accessible to children and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight and celebrate the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Bring together relevant professionals to discuss and agree together the overall approach.
- Develop and encourage healthy, supportive and honest relationships between pupils, parents and staff

7. Joint commissioning, planning, and delivery

St Thomas' CE Primary School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

- Identifying improved system outcomes in consultation with pupils and their parents, taking into account:
 - Prevention.
 - Early identification / recognition.
 - How pupils and their families will be able to access services.
 - How transitions between life stages and settings will be managed, including from early years to primary education and primary to secondary.
 - How provision and support services will enable pupils to prepare for their future adult life.
 - Draw on current knowledge and research about future opportunities and life chances and education needs for children and young people with SEND to prepare for future need, including using Stockport's Local Offer
 - Plan, deliver and monitor and review services to determine effectiveness in supporting children with SEND
 - Improved educational progress and outcomes for children and young people with SEND.
 - Work with pre-school settings, parents and outside agencies to ensure that the SEND needs of more children are identified before school entry.

8. Funding

- St Thomas' CE Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils, linked to Stockport's Local Offer.
- Personal budgets are allocated from the local authority's high needs funding block and St Thomas' CE Primary School will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

9. Local offer

St Thomas' CE Primary School will cooperate with the local authority and local partners in the development and review of the local offer.

10. Identification

To identify pupils with SEND, St Thomas' CE Primary School will:

- Assess each pupil's current skills and levels of attainment on entry.
- Liaise with prior settings, parents and professionals before admission to determine levels of need and to provide smooth transition
- Make regular assessments of all pupils to ensure that the intervention:
 - Ensures that the child's progress is appropriate to their level of need.
 - Matches or betters the child's previous rate of progress.
 - Prevents the attainment gap growing wider.
- The school will provide support to pupils falling behind or making inadequate progress given their age and starting point.
- Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

11. Graduated approach

St Thomas' CE Primary School will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

- Quality First Teaching
- Establishing a clear **assessment** of the pupil's needs.
- **Planning** with the pupil's parents, targets, interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Do** the interventions, with support of the SENCO.
- **Reviewing** the effectiveness of targets, interventions and strategies: making any necessary revisions.

12. Intervention / tailored or individual support

An intervention or tailored support programme can be implemented in School where a pupil:

- Requires different or additional support to their peers
- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the positive behaviour management techniques employed by the school.
- Has sensory or physical needs, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or social interaction needs, and continues to make little or no progress, despite the provision of a differentiated approach.
- The preferred approach, recommended as part of the Framework, is that most interventions should be delivered within a classroom context
- We support our children in independent learning in preparation for their future

13. SEND Support

The relevant teacher or SENDCO, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.

- Has emotional or behavioural difficulties which substantially and regularly undermine the child's own learning or that of the class group, creating a barrier, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

14. Assessment

- St Thomas' CE Primary School will, in consultation with the pupil's parents, request a statutory assessment of SEN where the pupil's needs cannot be met through the school's resources.
- The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within expected time constraints.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the school's existing provision.

15. Examination Arrangements

- SENCO and Year 6 Teaching staff liaise to ensure that children with SEND are given every opportunity to succeed in exams and assessments, following the government's guidance where appropriate.
<https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>

16. Education, Health and Care (EHC) plans

- St Thomas CE primary school will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan in a timely manner following an initial assessment, if a pupil's need significantly change.

17. Reviewing an EHC plan

St Thomas' CE Primary School will:

- Ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken well before transfer to another phase of education.

18. SEND and Disability Tribunal

St Thomas' CE Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

19. Preparing for adulthood

St Thomas' CE Primary School will:

- Help pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.

20. Data and record keeping

St Thomas' CE Primary School will:

- As part of its standard system to monitor the progress, behaviour and development of all pupils, will include details of SEND, outcomes, teaching strategies and the involvement of specialists,
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details of additional or different SEND provision on a provision map.

21. Confidentiality

St Thomas' CE Primary School will not disclose any EHC plan without the consent of the pupil's parents in keeping with current Information governance legislation:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.