



St Nicholas C of E Primary School

Special Educational Needs and Disabilities Policy and Procedures January 2020

Policy Checklist

Author:	Alecia Spike
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Review

Name of person undertaking review	Alecia Spike
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Policy

1. Introduction

- 1.1 At St Nicholas C of E Primary School our mission is 'For all our children to leave St Nicholas with a strong sense of social responsibility, set on a path to blossom as caring, conscientious citizens of the world'
- 1.2 We aim to achieve our mission by being inclusive, maintaining a safe and stimulating learning environment, securing outstanding learning and teaching, delivering an creative Curriculum, following Christian Values, Rights Respecting Articles and our Secrets to Success Skills, and working with parents, carers and the wider community.
- 1.3 It is the intention of the Special Educational Needs and Disabilities Policy and Procedures document ("this policy") to ensure that all our children, who have special educational needs and/or disabilities ("SEND"), are identified and have their needs met within a nurturing and inclusive environment.
- 1.4 The governors and staff at St Nicholas acknowledge their shared responsibility for making appropriate provision for all our children, including those with SEND.
- 1.5 Whilst many factors contribute to the challenges experienced by some of our children, we believe that much can be done to overcome these by parents, our Class Teachers (as detailed in Appendix 1) and our children working together. At St Nicholas, we strive for inclusion rather than integration. For us, inclusion is about how we adapt to our children's needs. It means that we focus on school organisation and culture and how we respond to diversity and celebrate difference. A child is 'included' when they are viewed as an equal partner in the school community and truly sense their own 'belonging'. It is the essence of quality first teaching, and of fostering an environment where all our children, including those with SEND, can benefit as fully as possible from their education.

- 1.6 St Nicholas places continuing emphasis on valuing individual differences so that all our children (irrespective of their social or cultural background, disability or difficulty in learning) succeed in terms of the fulfillment of their academic, social and emotional goals. This leads to the development of positive attitudes to self and others.
- 1.7 While setting high expectations, when measuring progress, St Nicholas recognises that age-related expectations are not always appropriate for a significant proportion of our children working below the standard of the national curriculum test, many of whom have SEND that affect their rate of cognitive development or speed of learning. It is important to the school that these children can demonstrate both attainment and progress, and that the way we measure their progress accounts for potential differences in the way these children learn.

2. Policy Scope

- 2.1 This policy applies to all members of St Nicholas' community (including our staff, children, volunteers, parents/carers, visitors, community users) that are involved with SEND provision.
- 2.2 This policy should be read in conjunction with the School's Marking and Assessment Policy and Procedures, the School's Behaviour Policy and Procedures, the School's Positive Handling Policy, the School's Teaching and Learning Policy and Procedures, and Guidance for Child Protection, Safeguarding and Promoting the Welfare of Children, the School's Medical Conditions Policy and Procedures and the School's Accessibility Plan.

3. Policy Development

- 3.1 This policy has been developed by the SENCo in consultation with the Head teacher, the SEND Governor, the Governors, all our staff, our children with SEND and their parents. Please see Appendix 1 for details of the SENCo, the Head teacher and the SEND Governor.
- 3.2 This policy complies with Section 19 of the Children and Families Act 2014, Section 69 of The Special Educational Needs and Disability Regulations 2014 and the Special Educational Needs and Disability Code of Practice 0 to 25 Year 2015 ('the 2015 Code of Practice').

4. Policy Aims

- 4.1 All our children with SEND and their families feel welcome.
- 4.2 All our children with SEND can participate fully in school life.
- 4.3 All our children with SEND can access outstanding learning experiences.
- 4.4 All our children with SEND to make as good progress as their peers.
- 4.5 All our children with SEND to receive appropriate support at St Nicholas.

5. Equal Opportunities

St Nicholas C of E is committed to equality of opportunity, and to promoting an ethos of dignity, courtesy and respect throughout St Nicholas CofE

6. Quality Assurance

The quality of provision for our children with SEND at St Nicholas C of E will be assured by:

- 6.1 ensuring that this policy is disseminated and adhered to.
- 6.2 monitoring the impact of this policy as set out in sections 11 and 19.

7. Roles and Responsibilities

The delivery of the appropriate support for all our children with SEND at St Nicholas C of E is a collective responsibility. The following section outlines the roles and responsibilities of individuals and groups within the school in relation to this.

7.1 Our Governing Body and SEND Governor

- 7.1.1 There is a designated SEND Governor (as detailed in Appendix 1) who will support the school and our SENCo in approving, monitoring and reviewing the effectiveness of this policy.
- 7.1.2 The designated SEND Governor will review this policy on an annual basis and support our SENCo, our Head and Senior Leadership Team (who are all as detailed in Appendix 1) in their implementation of the policy through termly meetings.

7.2 Our Head and Senior Team

Our Head and Senior Team will:

- 7.2.1 ensure that St Nicholas C of E is inclusive and welcoming and that this policy is adhered to in line with local and national guidance and policy frameworks.
- 7.2.2 ensure that this policy is disseminated and is implemented fully to appropriately support our children with SEND throughout St Nicholas C of E.
- 7.2.3 ensure that they keep up-to-date with statutory requirements and recommendations in relation to SEND provision.
- 7.2.4 support and hold to account our SENCO, our Class Teachers, our Teaching Assistants and any Support Staff (who are all as detailed in Appendix 1) in carrying out their responsibilities outlined in this policy.
- 7.2.5 ensure that the other policies that this policy links to are up-to-date and fully implemented.
- 7.2.6 report on the quality of SEND provision to our Governing Body in the Head's report.
- 7.2.7 ensure that all necessary steps are taken to put in place all relevant adjustments in St Nicholas C of E as referred to in section 8.5; full details of which can be found in St Nicholas C of E's Accessibility Plan (available on St Nicholas C of E's website).

- 7.2.8 oversee, monitor and review the deployment of our Teaching Assistants and any Support Staff to effectively support our children with SEND throughout St Nicholas C of E.
- 7.2.9 strive to provide suitable resources and training to support the implementation of this policy.

7.3 SENCo

Our SENCo will:

- 7.3.1 ensure that this policy is disseminated and implemented fully to ensure and sustain high quality, appropriate provision for all our children with SEND throughout St Nicholas C of E.
- 7.3.2 keep up-to-date with statutory requirements and recommendations in relation to SEND and communicate these in a timely manner to our Head, Senior Leadership Team, Class Teachers, Teaching Assistants, and any other Support Staff, as appropriate.
- 7.3.3 liaise with local health and social care professionals to ensure appropriate support is provided for all our children with SEND and attend any relevant meetings and provide any relevant reports and information.
- 7.3.4 facilitate review meetings in accordance with section 9.
- 7.3.5 monitor and evaluate the progress of all our children with SEND and the quality of SEND provision, as set out in sections 11 and 19, and make any recommendations for improvement to our Governing Body, Head and Senior Leadership Team in a timely manner.
- 7.3.6 access funding, as detailed in section 12, to ensure appropriate provision is available to any of our children with SEND that meet the relevant criteria for such provision.
- 7.3.7 co-ordinate, with the support of our Head, Seniors Teams, the deployment of our Teaching Assistants, and any Support Staff, as required, so as to ensure that all children with SEND are supported in accordance with their level of need or requirements.

- 7.3.8 ensure Class Teachers make the necessary arrangements if a child needs special consideration or access arrangements in statutory assessments.
- 7.3.9 provide training, as detailed in section 17, and specialist support for our Class Teachers, Teaching Assistants, and all other Support Staff in St Nicholas C of E so that they can help our children with SEND achieve their full potential.
- 7.3.10 maintain and update St Nicholas C of E's SEND Register (a system for recording the SEND needs of all relevant children at St Nicholas C of E).
- 7.3.11 review on a regular basis 'Insight' (the school's data recording system a system for recording the progress of all our children) to ensure that all our children are making progress in line with their peers and age-related expectations and where any children are not and they are not currently on the SEND Register that these children are highlighted as concerns, discussed with all relevant staff and monitored.
- 7.3.12 keep and maintain up-to-date records of any child with SEND relating to their needs and progress in accordance with section 11.4 of this Policy.
- 7.3.13 review and revise this policy annually, as detailed in section 20, or sooner if required by changes in legislation.

- 7.3.14 report termly to the, Head and Senior Leadership Team on the progress of all our children with SEND using a data review form or through meetings as agreed with the Head.

- 7.3.15 Attend termly all pupil progress meeting with the Head and Class Teacher.

- 7.3.16 monitor SEND provision and the effectiveness of the deployment of our Teaching Assistants and Learning Support Assistants within their Key Stage and report back the Head and Senior Leadership Team in the half termly reports and/or meetings.
- 7.3.17 feedback to Class Teachers and Teaching Assistants and within their Key Stage so that provision can, where relevant, be changed and improvements made as soon as reasonably practicable.

7.4 Our Class Teachers

Our Class Teachers will:

- 7.4.1 use the Graduated Response, as set out in Appendix 2, and inform the SENCo, in a timely manner, where they are concerned that a child may not be making progress as detailed in section 8.
- 7.4.2 make provision for all our children with SEND in their class, including the planning and delivering of any additional help such as targeted work or additional support, to enable these children to make progress in line with their peers as set out in section 11.2 of this policy.
- 7.4.3 monitor the progress of all our children with SEND in their class and provide all relevant information half termly to the Standards Teams to enable them to report on the progression of these children as detailed in section 7.4.
- 7.4.4 write and update Pupil Passports in accordance with section 11 of this policy.
- 7.4.5 wherever possible, attend the review meetings, as detailed in section 9, to share the progress and review targets of any children in their class on St Nicholas C of E's SEND Register.
- 7.4.6 instruct and deploy effectively any of our Teaching Assistants allocated to their class so that they can support our children with SEND to make progress not only academically but with their interpersonal and communication skills and their social, emotional and mental health (SEMH).
- 7.4.7 maintain and keep up to date a SEND folder as detailed in section 11.4.2 and Appendix 3 of this policy.

- 7.4.8 consult regularly with the SENCo so that they can receive all necessary support to enable them to carry out their responsibilities in relation to delivering appropriate provision for any of our children with SEND, in their class, and in accordance with this policy.

7.5 Our Teaching Assistants

Our Teaching Assistants will:

- 7.5.1 whenever possible, and in consultation with the relevant Class Teachers, attend termly review meetings as detailed in section 9 to share the progress and review targets of all our children on St Nicholas C of E's SEND Register that they are allocated to.
- 7.5.2 deliver, as directed by and in consultation with the relevant Class Teachers relevant interventions for any of our children with SEND, which may also include children without SEND.
- 7.5.3 feedback and complete, when requested, any monitoring forms, in a timely manner, on the impact of any intervention carried out by them to the relevant Class Teachers so that this information can be reviewed and monitored by our SENCo.

7.6 All Staff

All our Staff, including our Support Staff, will:

- 7.6.1 Read and familiarise themselves with the principles contained in Chapter 1 of the 2015 Code of Practice, a copy of which will be in each class SEND folder.
- 7.6.2 familiarise themselves with all elements of this policy and understand what is required of them, seeking clarification from our SENCo if they are unsure, and help to promote the provisions of this policy.
- 7.6.3 all staff will be required to sign a log, held centrally in our school's office, to acknowledge they have done both 7.6.1 and 7.6.2.
- 7.6.4 know any diagnosis or learning difficulties surrounding any of our children in any class they are responsible for, allocated to or come into contact with and seek support from the SENCo as to how to manage any specific conditions.

- 7.6.5 work collaboratively with our parents/carers of any of children with SEND in any class they are responsible for, allocated to or come into contact with so as to maintain effective communication with them as detailed in section 9.
- 7.6.6 be aware of children with learning difficulties or learning disabilities who may be experiencing bullying or need extra social support and complete any monitoring and reporting forms when a concern arises in accordance with the Safeguarding Policy and the Behaviour Policy.
- 7.6.7 ensure that none of our children with SEND are excluded unnecessarily from activities they wish to take part in.
- 7.6.8 use opportunities within all areas of the curriculum and school life to raise our children's awareness about SEND and SEMH of all our children.

7.7 Our Children

Our children must:

- 7.7.1 try to be 'better than their best' despite any SEND.
- 7.7.2 remember to use the school's Christian values and to treat other children with and without SEND equally.
- 7.7.3 remember to follow the Home-School Agreement (a copy of which can be obtained from St Nicholas C of E office on request) and the relevant E-Safety Acceptable Use Agreement as detailed in St Nicholas C of E's E-Safety Policy (a copy of which can be found on St Nicholas C of E's website).
- 7.7.4 be polite and courteous when adults from outside agencies come to our School.

7.8 Our Parents/Carers

Our parents/carers will:

- 7.8.1 support our children in trying to be 'better than their best' when interacting with children with SEND.

- 7.8.2 support our children in remembering to use the schools' Christian values at all times.
- 7.8.3 support St Nicholas C of E as outlined in the Home-School Agreement and the E- Safety Acceptable Use Agreement.
- 7.8.4 engage fully with all our staff, and outside professionals, if asked to do so for the benefit of their child.
- 7.8.5 inform St Nicholas C of E of any changes to their child's condition as soon as reasonably practicable.

Procedures

8. Our approach to identification

At St Nicholas C of E, all our Class Teachers are teachers of children with SEND and are expected to provide personalised and appropriate quality first teaching and identify those in need of extra intervention. Early identification of children with SEND is a priority and this section explains how we do this.

- 8.1 All our Class Teachers, alongside parents/carers, Teaching Assistants, other Support Staff, will be responsible for identifying any of our children who may have SEND and will complete the Child Requiring Support sheet in Appendix 4 and will refer them to our SENCo, as soon as reasonably possible, after a concern has been identified.
- 8.2 Following a referral, the SENCo, in collaboration with the relevant Class Teacher, a child's parents/carers, our Teaching Assistants and any other Support Staff, will use the following to help them assess and identify as early as possible the relevant needs of the child so that support can be put in place as quickly as possible: -
 - 8.2.1 the definition of SEND (as set out in Appendix 5).

- 8.2.2 the school's data recording system 'Insight' (a system for recording the progress of all our children and used to regularly observe, assess and record the progress of all our children) will also be used to identify children who are not progressing satisfactorily. Through termly pupil progress meetings and Senior Leadership Team's data analysis, children will be 'flagged up' as potentially having additional needs.
- 8.2.3 the Somerset Local Authority's criteria (Core Standards) to identify SEND within St Nicholas C of E as detailed in Appendix 6.
- 8.3 Once a child is identified as having SEND, St Nicholas C of E will follow our SEND framework, as set out in Appendix 7, and every effort will be made to educate them alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo and Class Teacher will consult with the child, the child's parents and relevant outside agencies, as outlined in section 13, to access the most appropriate arrangements for the child.
- 8.4 A Graduated Response, as set out in Appendix 2, will be used when providing support to any child with SEND so that St Nicholas C of E can assess the level of intervention being accessed and required by that child.
- 8.5 The SENCo and the Head will ensure that all relevant adjustments are made, within a reasonable time, to support the needs of any child's SEND and that St Nicholas C of E's Accessibility Plan is adjusted and amended to reflect this. All staff will comply with the provisions of St Nicholas C of E's Accessibility Plan.

9. Our partnering approach to involving parents/carers

At St Nicholas C of E, we pride ourselves on our strong working relationship with our parent/carers of our children with SEND. We adopt a collaborative approach as we know this is conducive to helping our children with SEND meet and often exceed their potential. Parents/carers have a unique overview of their child's needs and how best to support them, and this gives them a key role in the partnership. This section details how we do this.

- 9.1 We will work as a team with our parents/carers and encourage them to share with us any information that will enable us to meet the needs of their child, and to share any successes and concerns.
- 9.2 Termly review meetings, to discuss the provisions of the Pupil Passport (please see section 11), will be held for all our children, who are on St Nicholas C of E's SEND Register unless such meetings are not felt to be necessary because the child is making good progress in line with their peers. These meetings will be used to celebrate successes, to analyse and discuss any existing concerns and to hear from our parents/carers.
- 9.3 Additional annual review meetings will be held for those children who have an education, health and care plan ('EHC Plan') – details of these and when they are put in place can be found in section 10. These meetings will be used to discuss St Nicholas C of E's existing provisions for their child's support and to consider any future changes to that provision.
- 9.4 Fortnightly parent SEND surgeries will be held to help create a proactive rather than a reactive climate of support.
- 9.5 The SENCo will signpost parents to SENDIAS which supports parents and children with SEND. <http://www.somersetsend.org.uk>
- 9.6 The SENCo will hold half termly coffee mornings for parental support sessions for parents of children with SEND, throughout the year, where feedback is encouraged.
- 9.7 If an assessment or referral indicates that a child has additional learning needs, the parents/carers and the child will always be consulted with regards to future provision. Parents/carers will be invited to attend meetings with external agencies regarding their child and will be kept up to date and consulted on any points of action drawn up regarding the provision for their child.

10. Requesting an EHC needs assessment

- 10.1 If a child has lifelong or significant difficulties, they may undergo a statutory assessment process so that an education, health and care plan ('EHC Plan') can be put in place. This will usually be requested by St Nicholas C of E but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, and to planning provision and identifying resources, is required.

- 102 The decision to make a referral for an EHC Plan will usually be made at a child's termly progress review.
- 103 The application for an EHC Plan will combine information from a variety of sources including:
- Parents
 - Class Teachers
 - SENCo
 - Social Care
 - Health professionals
- 104 Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from Education, Health and Social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.
- 105 Further information about EHC Plans can found via Somerset's SEND Local Offer:

or directly at

<https://www.somerset.gov.uk/education-and-families/somersets-local-offer>

or

<https://www.somerset.gov.uk/education-and-families/special-educational-needs-and-disabilities-send>

or by contacting the SEND Help team on: 0300 123224

11. Record-keeping, monitoring progress and data management

11.1 Record-keeping: Pupil Passports

- 11.1.1 Every child with SEND will have a pupil passport ('the Pupil Passport') a copy of which can be found at Appendix 8.
- 11.1.2 The Pupil Passport will be developed and discussed with the child and the parents/carers and will be written in plain language.

- 11.1.3 The Pupil Passport will be reviewed and updated termly by our Class Teachers in consultation with all relevant Teaching Assistants and parents/carers and the child. These changes will be discussed at the termly review meeting with our parents/carers as detailed in section 9.2.
- 11.1.4 Learner voice is an essential ingredient to provide effective and appropriate support. Children with SEND will be invited to their termly or annual review meetings, if appropriate, and if not, they will be questioned before or after the event to ensure their opinions are heard using one of the forms in Appendix 9 or any updated version of these forms.

11.2 Monitoring pupil progress for children with SEND

- 11.2.1 Pupil progress for all our children with SEND will be monitored on an individual basis at St Nicholas C of E which is the same for all our children.
- 11.2.2 Class Teachers, with support from the SENCo, will decide the action required to help each child with SEND progress.
- 11.2.3 Steps will be taken to understand the needs of each of our children with SEND and their progress will be monitored by tracking not only their academic achievements but also progress made with their interpersonal and communication skills (as explained in section 7.5.6) and their SEMH development. All our staff are aware that these often need to be addressed before any academic learning can be made.
- 11.2.4 Each of our children with SEND will be monitored in line with St Nicholas' use of both formative and summative assessment. Since the removal of levels and the introduction of age-related expectations, Class Teachers monitor and assess the strengths and weaknesses of our children's academic skills daily so that appropriate provision and support can be provided as quickly as possible to all our children, including those with SEND, who are identified as making little or no progress.
- 11.2.5 SALFORD (reading) and SWST (spelling) termly tests, alongside statutory assessments for Year Six and Year Two, phonics screening in Year One and multiplication test for Year four, will be used as St Nicholas C of E's summative assessment tools. This data will be collated by St Nicholas C of E to monitor and track the progress of each child with SEND.

11.2.6 Where communication and interaction or SEMH needs of any of our children with SEND need addressing, we will use the Boxall Passport assessment tool and the Autism Education Trust's Progression framework to ensure progress is being made. These will be completed by our Teaching Assistants in consultation with our Class Teachers and, if required, the SENCo, and updated termly.

11.3 Monitoring of support for SEND

11.3.1 Outcomes of support are monitored each half term, if not sooner, by the SENCo together with the Class Teachers. The SENCO will report to our Head and Senior Leadership Team each half term. This will be used to inform future practice.

11.3.2 Each term, book and/or planning scrutinies and/or learning walks will be carried out by the SENCo to ensure that the needs of all our children with SEND are met and that the quality of teaching and learning for these children is high, is appropriate for their needs and enables them to make good progress that is at least in line with their peers. In addition to these, the Head, Senior Team will monitor the teaching and learning of all our children with SEND when carrying out lesson observations, general book/planning scrutinies and learning walks.

11.4 Record-keeping: general

11.4.1 The SENCo holds details of all SEND support records in a central location which all our staff has access to. Such documents will include minutes and actions from Pupil Passport reviews and, where relevant, early help assessment forms, EHC Plans and annual review documents and correspondence from outside agencies.

11.4.2 Class teachers keep and maintain a SEND folder, which is easily accessible by all our staff, and which contains all the relevant information and documents as set out in Appendix 3 or as updated from time to time.

11.4.3 When your child moves to another school, their records will be transferred to the new school within 15 school days of the child ceasing to be registered with us, as required under the Education (Pupil Information) (England) Regulations 2005.

12. Funding, deployment and resources

12.1 All our children with SEND have access to funding from St Nicholas C of E's budget to provide high quality appropriate support.

12.2 Some of our children with SEND may need to access High Needs funding ('HNF funding')

12.3 Key decisions around the deployment of our Teaching Assistants and SEND resources involve our Head, SENCo, and at times, Class Teachers.

12.4 General SEND resources are stored in The Bee Hive and in classrooms to meet the needs of individual children. Request for resources to support specific children can be made by any member of our staff to the SENCo who will purchase them from the SEND budget but only where one is available. If a child with SEND requires specialist resources, other sources of funding/resources may be accessed if these are available e.g. pupil premium funds where the child qualifies for this or equipment provided through SPOT (Sensory, Physical, Occupational Therapy) etc.

13. Working with external partners

- 13.1 St Nicholas C of E will invite and seeks advice and support from external agencies in the identification and assessment of, and provision for, our children with SEND. The SENCo is the designated persons responsible for liaising with any external health, social care, educational agencies or voluntary organisation.
- 13.2 In cases where one of our children with SEND is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.
- 13.3 The SENCo will continue to build and maintain strong working relationships and links with external support services to fully support our children with SEND and aid school inclusion by attending termly 'Springboard' meetings.
- 13.4 Sharing knowledge and information with our support services is key to the effective and successful SEND provision within St Nicholas C of E. Any one of the support services may raise concerns about a child. This will then be brought to the attention of our Inclusion Managers who will then inform the child's parents/carers.
- 13.5 The following services will be involved as and when is necessary:
- Virtual School & Learning Support Team (VSLST)
 - Children and Adolescent Mental Health Services (CAMHs)
 - Sensory Physical Occupational Therapy (SPOT)
 - School Health; Speech and Language Therapists (SALT)
 - Physiotherapists
 - Occupational Therapists (OT)
 - Pediatrician
 - The Educational Psychology Service (EPS)
- 13.6 Where support is required from external agencies, parents/carers will be asked to give permission for St Nicholas C of E to refer their child to the specialist professional e.g. SALT or EPS. This will then be taken to the next 'Springboard' session where it will be discussed and taken to a panel. From here, the chosen agency will decide on what support is needed and feedback.

- 13.7 The specialist professional will then assess the child to understand their needs and make recommendations as to the ways the child is given support. This may lead to specific group or individual work being carried out as required.

14. Supporting transition

St Nicholas C of E recognise that transitions can be a challenging time for our children with SEND and we will take steps to ensure that any transition is as smooth as possible as detailed in Appendix 10.

15. Pupils with medical conditions

St Nicholas C of E is an inclusive community that aims to support and welcome all pupils with medical conditions. St Nicholas C of E understands its responsibility to make St Nicholas welcoming, inclusive and supporting to all pupils with medical conditions and provide them with the same opportunities as others at St Nicholas C of E Primary School. Full details of how we do this can be found in St Nicholas C of E's Medical Conditions Policy.

16. Safeguarding

St Nicholas C of E recognises its responsibilities for safeguarding all our children, including those with SEND, and protecting them from harm. We direct all parents/carers to the Safeguarding Policy and Guidance for Child Protection on our website, when they attend our welcome meetings. This is to ensure all are made aware of our responsibilities about child protection procedures and how we will safeguard and promote the welfare of their children.

17. Staff Training

- 17.1 St Nicholas staff will be kept up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND. The SENCo will attend half termly Network meetings lead by the Area SENCo who will support with training needs and disseminate relevant information she receives from South Somerset County Council.

- 172 The SENCo will attend relevant SEND courses, Family SEND meetings and facilitate/signpost relevant SEND focused external training opportunities for all our staff. The dissemination of this information is important. This will be shared with our staff on Google Drive, email or through staff meetings. Some information will be shared on a 1:1 level where needed.
- 173 We recognise the need to train all our staff on SEND issues. The SENCo, Head and Senior Leadership Team will ensure that training opportunities are matched to St Nicholas' development priorities and those identified using provision management.
- 174 Performance management for all our staff will also be used to help identify training needs.

18. Complaints process

- 18.1 An appointment can be made with The SENCo or the relevant Class Teacher, at any time, if a Parent/Carer wishes to discuss their child's needs. If further discussions are needed, then our Head or Senior Team may be included too.
- 18.2 If a Parent/Carer feels uncomfortable speaking to a member of our staff, they should put their complaint or concern in writing.
- 18.3 All complaints are dealt with in accordance with St Nicholas C of E's complaints procedure which can be found on St Nicholas C of E's website.

19. Monitoring and Evaluation

- 19.1 Our Governing Body is reported to by our Head once a term via the Head's report.
- 19.2 The SENCo monitor the implementation of this policy by monitoring pupil progress and teaching and learning in accordance with the provisions of sections 11.2 and 11.3.
- 19.3 Staff feedback is sought throughout the year and is considered and reported on to our Head by the SENCo and feedback, as appropriate, to our Governing Body via our Head's termly report.

- 19.4 Pupil feedback is sought via the forms referred to in Appendix 9, and this information is considered and reported on to our Head and feedback, as appropriate, to the Governing Body via our Head's termly report.
- 19.5 Parent feedback is sought regularly through termly review meetings with those parents with children who have been identified as having SEND and this information is considered and reported on to our Head by the SENCo and feedback, as appropriate, to the Governing Body via our Head's termly report.
- 19.6 There is an annual evaluation of the effectiveness of the SEND provision and this policy. The evaluation is carried out by our SEND Governor in the Autumn Term and a report presented to St Nicholas C of E Primary School's full Governing Body.
- 19.7 All the information collected over the year is used to inform St Nicholas C of E Primary School's next academic development and improvement plan.

20. Review of the Policy

- 20.1 The SEN Governor and SENCo review this policy annually prior to it being presented to the full Governing Body.
- 20.2 Our Governing Body take account of our Head's report and our SEN Governor's report as referred to in section 19 in its review of this policy.
- 20.3 Following the monitoring and evaluation processes set out in section 19, this policy is revised as required by the SENCo, Head and our Senior Team to ensure that it is effective.
- 20.4 This Policy is also revised throughout the academic year by the SENCo to put in place any changes in regulation and statutory guidance to ensure that it is always up to date.

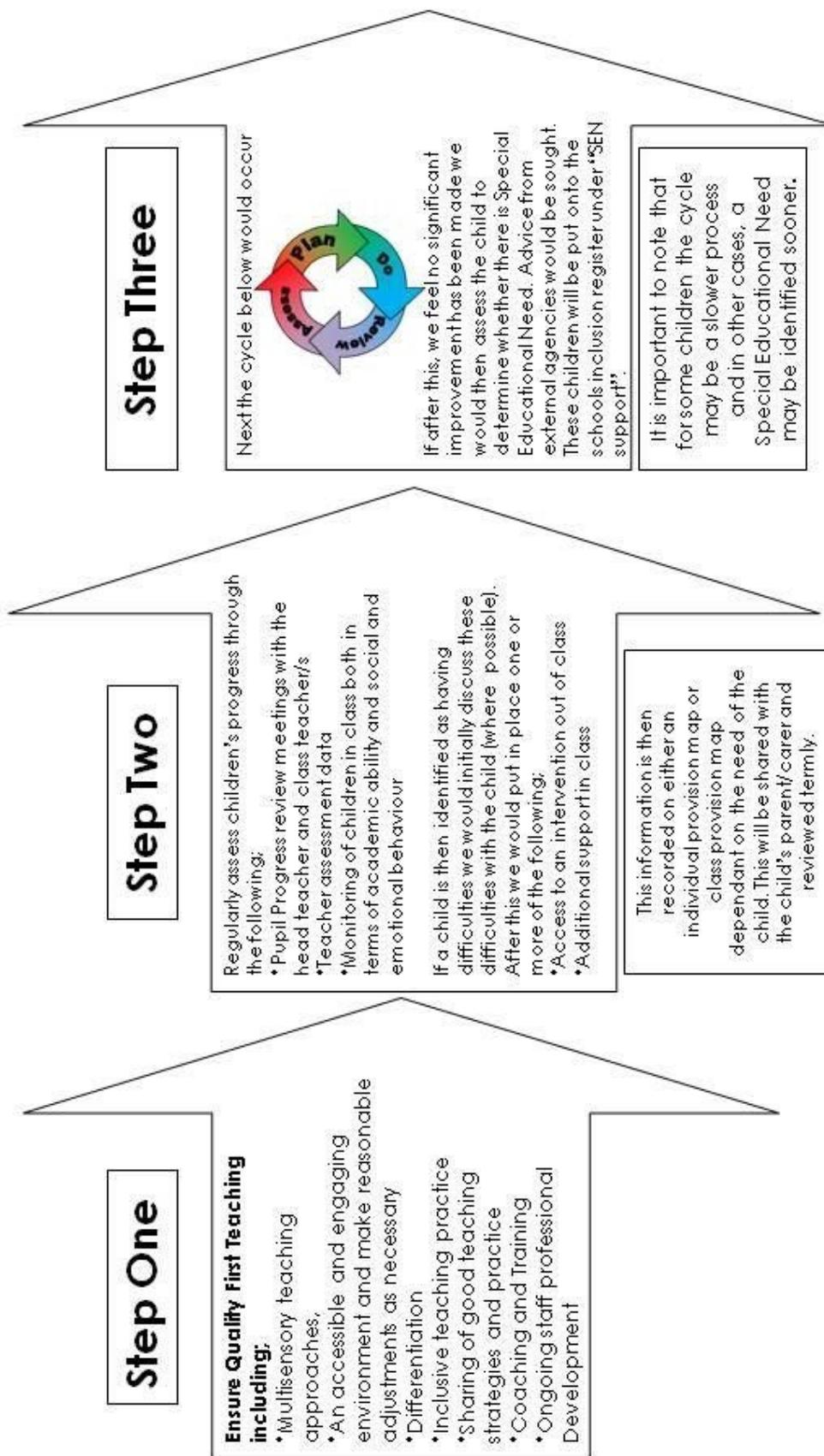
Appendices

- 1. The SEND Team**
- 2. A Graduated Response**
- 3. SEND Folder – Contents Page**
- 4. Child in Need of Support form**
- 5. Definition of SEND**
- 6. South Somerset’s criteria for support**
- 7. St Nicholas C of E’s framework for SEND**
- 8. Pupil Passport**
- 9. Child’s View - Feedback form**
- 10. Supporting Transition**

1. APPENDIX One - SEND TEAM

Role	Name
Head	Alison Shearer
SENCo	Alecia Spike
Senior Mental Health Lead	Alecia Spike
SEND Governor	Adrian Gaymer
Senior Leadership Team	Alecia Spike Zoe Cochrane Chris Pavey Abi Hopson
Class Teachers	See http://www.stnicholashenstridge.co.uk/ for full list of staff.
Teaching Assistants	See http://www.stnicholashenstridge.co.uk/ for full list of staff.
Support Staff	Office Staff Midday Supervisors Outside providers: PE Breakfast Club After School Club

APPENDIX Two - A Graduated Response



APPENDIX Three – SEND Folder Contents Page

1. SEND Policy
2. Chapter 1 of the 2015 SEND Code of Practice
3. Top-Up Funding Information
4. SEND Register (see SIMs too)
5. Education, Health and Care Plans (EHCPs)
6. High Needs Funding (HFN) Funding bids
7. Pupil Passports
8. Review Notes
9. Termly Pupil Progress data sheets, reports or meeting notes
10. Child Requiring Support Form
11. Learner voice form



APPENDIX Four – Child Requiring Support form

Name:

Year group:

Class:

Date:

Difficulties	What we have already tried	Impact

What I need now:

Next steps	Carried out by who	Impact

APPENDIX Five - Definition of SEND

According to the Special Educational Needs and Disability Code of Practice 0 to 25 Year 2015 ('the 2015 Code of Practice'), 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.

In compliance with this Code, we believe a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

In addition, many children who have SEN may also 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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

The SEND Code of Practice sets out 4 areas of need:

Communicating and interacting – Children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – Children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or maths.

Social, emotional and mental health difficulties – Children have difficulty in managing their relationships with other people, are withdrawn, or they behave in ways that may hinder their and other children's learning or have an impact on their health and wellbeing.

Sensory and/or physical needs – Children with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children may have special educational needs that cover more than one of these areas.

APPENDIX Six - Criteria for Support

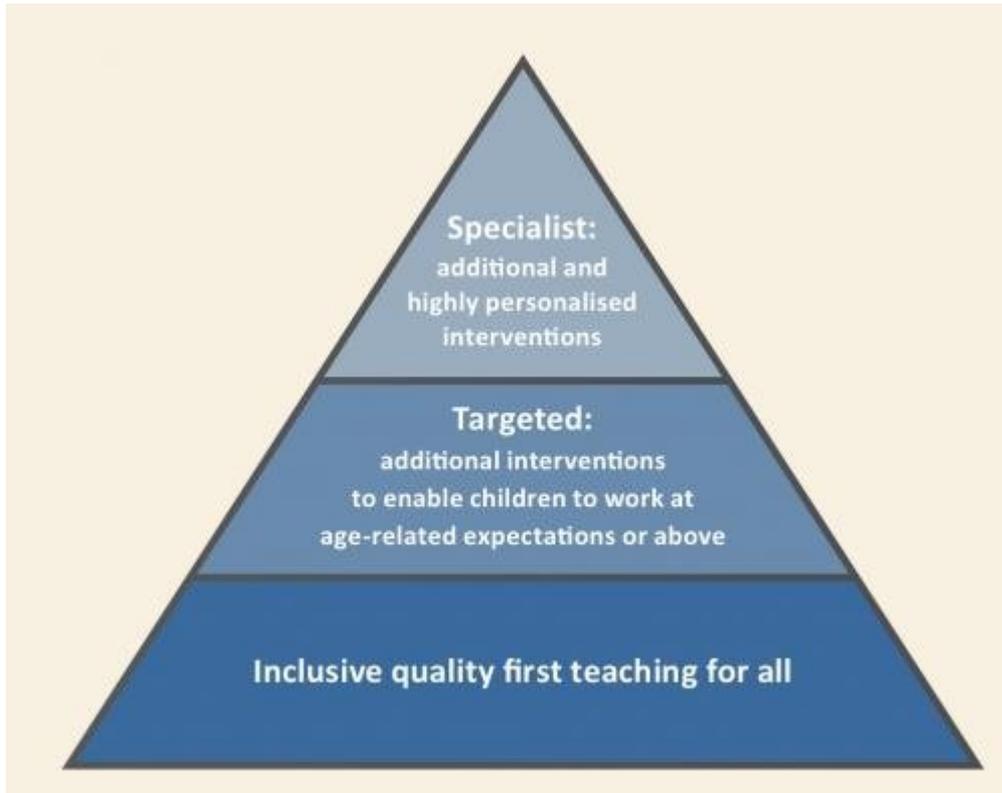
<p style="text-align: center;"><u>Curriculum and Teaching</u></p> <ul style="list-style-type: none"> • Personalised Provision • Potential Specialist Support • Specific Interventions such as Precision Teaching • Now and Next Boards • Work Baskets • Signing • Sensory Programme/diet • Specific Programme e.g. OT, SLT, Physio • Specific TA support in class with agreed outcomes • Access to interventions in a way which is different from their intended use (eg: for a personalised outcome.) • A collective provision which may be composed of lots of interventions, that are individually standard, however cumulatively they build into a more bespoke provision and can now be considered SEND support 	<p style="text-align: center;"><u>Performance Information</u></p> <ul style="list-style-type: none"> • Small steps tracker e.g. SDQ, Boxall, AET Provision Tracker • Provision mapping • Personalised outcomes • Pupil Passports • Known Pastoral Factors
<p style="text-align: center;"><u>CPD</u></p> <ul style="list-style-type: none"> • Specialist - In depth training for enhanced level skills • Outside agency staff training around a specific pupil 	<p style="text-align: center;"><u>Pastoral</u></p> <ul style="list-style-type: none"> • Counselling/therapy e.g. SEMH Assistant • Bespoke package of provision - off site • Outcome specific nurture programme • CRB • Peer mentoring around an identified need

**SEN
SUPPORT**

<p style="text-align: center;"><u>Curriculum and Teaching</u></p> <ul style="list-style-type: none"> • Differentiation: adaptation of Teaching as per the Teaching Standards • Quality First Teaching • Dyslexia-friendly classroom practice • ASC friendly classroom practice • ADD and ADHD-friendly classroom practice • Sensory-friendly classroom practice • Attachment-friendly classroom practice including Emotion Coaching • Visual Timetables • Awareness of simple adaptation of communication • Reasonable adjustment to the environment • Booster groups e.g. : Apples and Pears, Write from the Start, phonics groups, Book bands, Speech and Language programmes (Black Sheep) etc. • Signs and Symbols • Writing Access materials eg slope, personal white board • In class support - 	<p style="text-align: center;"><u>Performance information</u></p> <ul style="list-style-type: none"> • Phonics Check • Pupil Passports • Known Pastoral Factors • Group tracking for outcome related to booster interventions • Boxall • ABC - behaviour tracker • Reward charts/systems • Dyslexia screener • Dyscalculia screener - GSA provides support with this. • Specific reading, maths and GAPS assessments 	
<p style="text-align: center;">informal or incidental <u>CPD</u></p>	<div style="border: 2px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Standard/vulnerable or monitoring for SEN</p> </div>	<p style="text-align: center;"><u>Pastoral</u></p>
<ul style="list-style-type: none"> • Enhancing CPD to support teachers and TAs/LSAs in adapting teaching and learning to meet particular types of SEND • Independent and voluntary sector information • Awareness of LA strategies for graduated response • Centralised LA Training 	<ul style="list-style-type: none"> • Nurture Group • Routes to Inclusions CAMHS and SEMH support materials • Playtime monitoring • Raising concerns with parents • Incredible 5 Point Scale • Social Stories • Comic Strip conversations • Peer mentoring • Lego Therapy • Lunch Bunch Intervention 	

<p style="text-align: center;">Curriculum and Teaching</p> <ul style="list-style-type: none"> • Differentiation: adaptation of Teaching as per the Teaching Standards • Quality First Teaching • Dyslexia-friendly classroom practice • ASC friendly classroom practice • ADD and ADHD friendly classroom practice • Sensory-friendly classroom practice • Attachment-friendly classroom practice including Emotion Coaching • Visual Timetable • Awareness of simple adaptation of communication • Reasonable adjustment to the environment • Booster groups e.g. Apples and Pears, Write from the Start, phonics groups, Book bands, Speech and Language programmes (Black Sheep) etc. • Signs and Symbols • Writing Access materials e.g. slope, personal whiteboard 	<p style="text-align: center;">Performance information</p> <ul style="list-style-type: none"> • 'Insight' data tracking system • St Nicholas C of E's behaviour tracking system • End of Key Stage data • End of year data • Phonics Check • Pupil Passports • Known Pastoral Factors
<div style="border: 2px solid black; padding: 10px; display: inline-block;"> <h1 style="margin: 0;">Standard</h1> </div>	
<p style="text-align: center;">CDP</p> <ul style="list-style-type: none"> • Ensuring Awareness i.e. basic knowledge and understanding of SEND for all staff • Family CPD SEND Support • Midday supervisor training • Dyslexia Trust materials • Autism Trust materials • NASEN Primary Toolkit 	<p style="text-align: center;">Pastoral</p> <ul style="list-style-type: none"> • St Nicholas C of E Christian Values ethos throughout school • Values Based-Education • Army support group for all children with parents in the army

APPENDIX Seven – St Nicholas C of E’s Framework for SEND.



Wave 1 – Inclusive Quality First Teaching for all.

- All our teaching staff at St Nicholas C of E are expected to have knowledge of high incidence needs and apply Quality First Teaching strategies in line with School and cohort needs.
- Any children, who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, will be monitored.
- Once a child has been identified as *possibly* having SEND, they will be closely monitored by our staff in order to gauge their level of learning and possible difficulties.
- The child’s Class Teacher will take steps to provide differentiated learning opportunities that will aid the child’s academic progression and enable the Class Teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted, as needed, for support and advice and may observe the pupil in class.

- Through the previous steps, it can be determined which level of provision the child will need going forward.
- If a child has recently been removed from the SEND list, they may also fall into this category as continued monitoring will still be necessary.
- An individual Pupil Passport may be written at this stage to provide small achievable targets for the child. This will be shared with the parents.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with St Nicholas C of E.
- The child is formally recorded by St Nicholas C of E as being under observation due to concern by parent or teacher, but this does not place the child on St Nicholas C of E's SEND list. Parents are given this information. It is recorded by St Nicholas C of E as an aid to further progression and for future reference.
- Pupil Progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- Please refer to St Nicholas C of E's Information Report (available on St Nicholas C of E Primary School's website) to see examples of current provision for children with SEND.

Wave 2 - Targeted Support

- This will take place where Quality First Teaching is not quite enough for one of 3 reasons:
 1. A Gap in learning - needing an accelerated learning opportunity.
 2. A Developmental Delay with a positive trajectory - behind but milestones are in order.
 3. General Low attainment. The child still does not necessarily class as SEND, but is very much in need of a targeted intervention to ensure progress and attainment.
- It is the responsibility of each Class Teacher to put this **Wave 2 Targeted Support** in place, in consultation with the SENCo.
- Again, an individual Pupil Passport may be written at this stage to provide small achievable targets for the child. This will be shared with the parents, and the child will

continue to be closely monitored, parents informed, and Pupil Passport meetings used to monitor and assess progress as indicated in Wave 1 above.

Wave 3 – Specialised SEND Support

- Where it is determined that a child does have SEND, parents/carers will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a child with SEND is to help St Nicholas C of E ensure that effective provision is put in place and so remove barriers to learning.
- The support provided consists of a four – part process:
 - Assess
 - Plan
 - Do
 - Review
- This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

- This involves analysing the child’s needs using our Class Teacher’s and/or Teaching Assistant’s daily assessments and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child’s views and (where relevant) advice from external support services will also be considered. Any parental concerns will be noted and compared with St Nicholas’ information and assessment data on how the child is progressing.
- This will be regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

- Planning will involve consultation between the relevant Class Teacher, Teaching Assistants, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

- All those working with the child, including our Support Staff, will be informed of a child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought either by the SENCo if a child is new to St Nicholas C of E Primary School or as part of the transition process at the end of each academic year.

Do

- Each Class Teacher will remain responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main Class Teacher. They will work closely with their Teaching Assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo

Review

- Reviews will be undertaken termly in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents. Each Class Teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the child.
- Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Individual Pupil Passport will be written at this stage to provide small achievable targets for the child. This will be shared with the parents, and the child will continue to be closely monitored, parents informed, and Pupil Passport meetings used to monitor and assess progress as indicated in Wave 1 above.

APPENDIX Eight - Pupil Passport



Picture here

MY PUPIL PASSPORT

Name
Date/Year

What people like/admire about me.

What I do well and enjoy.

Learning is better for me when. (Universal Provision)

I find difficulties with.

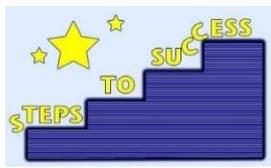
Ways I like to be supported. (Additional Provision)

I would like to achieve. (SMART)

☺
☺
☺

A circular logo with a red and white target pattern. An arrow with a green fletching is hitting the center bullseye. Below the target, the words "Learning Target" are written in a stylized font.

APPENDIX Nine – Pupil Passport - Child's Views – Feedback Form

My views	Date:
<p><u>My targets that I have been working on this term:</u></p> 	
<p><u>My Achievements and Successes this term with my targets:</u></p> 	
<p><u>My targets for next term will be:</u></p> 	
<p><u>Who and What would help me most with my learning is:</u></p> 	

Signed.....
Date:.....



Pupil Passport Tracker

I		Year Group		DOB:		SEND Need:	<u>SEND Category:</u> CL- Cognition and Learning CI- Communication and Interaction SEMH- Social, Emotional and Mental Health SP- Sensory and/or Physical
Name:				Attendance %		SEN Support EHCP HNF	

Background Information

Status	Medical	Diagnosis		External Agencies: Yes <input type="checkbox"/> No <input type="checkbox"/>	
FSM CLA EAL EHA CIN CP FC	Medical Issues: Yes <input type="checkbox"/> No <input type="checkbox"/> Visual Impairment Hearing Impairment Physical disability Other:	ADHD ASD Attachment Disorder Dyscalculia Dyslexia	Dyspraxia SaLT Global Delay Other	Speech and Language School Nurse Physiotherapy CAHMS Diabetics Nurse GP Autism and Communication	Occupational Therapy Vision Support Hearing Support SEMH Educational Psychology Service Pediatrician
				Outreach Support: Fiveways School The Mendip School Fairmead School Tor School South Somerset Partnership School	

<u>Assessment</u>																<u>Diagnostic Assessment</u>		
Foundation Stage Passport (FSP)																	<u>Date</u>	
PSE				CLL				Maths								Dyslexia Portfolio Elkan YARC BVPS RENFEW		
DA	SD	ED	Total	LCT	LSL	R	W	Total	NLC	C	SSM	Total	KUW	PD	CD			Total
			Y1	Y2	Y3	Y4	Y5	Y6										<u>Comments</u>
Maths																		
Reading																		
Reading Age																		
Writing																		
Spelling Age																		
<u>Comments:</u>																		

Review:

-
-
-

Parent/Carer Signature: _____

Teacher Signature: _____

Date: _____

Parent/Carer Signature: _____

Teacher Signature: _____

Date: _____

Outcome of Review/Next Steps:

- Remain at SEN Support
- Remove from the SEN Register
- Refer to external agency _____
- Refer for an EHCP

Appendix Ten

Supporting Transition - Information for parents/carers

1. If your child is joining us from another school

- 1.1 Our Class Teacher, SENCo will speak to the previous school where appropriate.
- 1.2 If your child would be helped by a book/passport to support them then one will be made with them.
- 1.3 Your child will be invited to visit St Nicholas C of E with their parents/carers, meet the staff and be shown around St Nicholas C of E and introduced to key staff who will be working closely with him/her.

2. If your child is moving to another school

- 2.1 We will contact the new school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child, where possible a planning meeting will take place with the SENCo from the new school.
- 2.2 If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.
- 2.3 We will make sure that all records about your child are passed on as soon as possible.

3. When moving classes in school

- 3.1 Information will be passed on to the new teaching team in advance and planning meetings will take place with the new teaching teams to discuss Pupil Passports, positive handing plans etc.
- 3.2 If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.

4. In Year Six

- 4.1 Advanced planning for children in Year Six is essential to allow appropriate options to be considered. The SENCo will liaise with the SENCo of the secondary schools serving the area to ensure that effective arrangements are in place to support children before and at the time of transfer.
- 4.2 The SENCo will discuss the specific needs of your child with the SENCo of your child's secondary school. In some cases, a transition review meeting, to which you will be invited, will take place with the SENCo from the new school. During the transition meeting, a transition plan will be developed.
- 4.3 Your child will participate in focused learning-related aspects of transition to support their understanding of the changes ahead.
- 4.4 Where possible, your child will visit their new school on several occasions. In some cases, staff from their new school will visit your child in this school.
- 4.5 If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.

5. End of Year Transition

- 5.1 Teaching teams will meet in the Summer Term to share Pupil Passports, provision history and outcomes, EHC Plans (where relevant) and individual health care plans (IHCPs) with the upcoming teaching teams.
- 5.2 The SENCo will ensure that training needs are planned for and that information regarding needs is passed to the new Class Teachers through the class SEND folder.
- 5.3 Transition days will be held for children to spend time in their new classes with their new teachers. This will allow staff to support with any anxieties and to be proactive to issues that may arise in the new academic year.
- 5.4 If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.