

St. Alphege CE Federation of Schools

SEND Policy



'To develop a love of learning and life in a caring and Christian community'

Framework for Solihull Schools' Special Educational Needs and Disability (SEND) Policy

In Solihull all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. In these schools we support all children to achieve well throughout their school life.

Every pupil with SEN and disability in these inclusive schools has an entitlement to fulfil his/her potential.

This is achieved by ensuring the health and well being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life: personalised teaching and learning approaches, access to technology across the curriculum, flexible learning pathways and out of hours learning activities, support for emotional well-being, flexible timetables, assessment systems that engage pupils in having a say about their progress and additional provision.

At St Alphege Schools we are committed to meeting the needs of all our pupils and ensuring that all pupils including those with Special Educational Needs or Disabilities (SEND) have the opportunity to reach their full potential and make good progress within a positive and stimulating environment where children can learn without limits.

We provide a high quality, flexible curriculum for all children through an inclusive approach commensurate with meeting individual needs and enabling all pupils to be included fully in the life of the school and its community.

This special educational needs policy should be read in conjunction with our schools' SEND Information Reports and our accessibility plan. These can all be found in the Policies section of our schools' website.

This policy will be reviewed annually and will be presented to the Governing Body in the summer term 2020.

Special Educational Needs and Disability (SEND) Policy

Name of School: St Alphege C of E Federation of Schools

Date the policy was agreed by Governors: 11 July 2019.

Aims of this SEND policy

The aims of our Special Educational Needs and Disability Policy and practice in this school are:-

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for pupils for whom this is required, that is “*additional to and different from*” that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (5) To work in partnership with the Local Authority and outside agencies including health professionals.
- (6) To work in partnership with parents/carers and children in order to help them to be the best they can be.

What are special educational needs (SEN) or a disability?

At our schools we use the definition for SEND and for disability from the SEND Code of Practice (January 2015).

This states:-

“SEND: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.”

Disability: 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 sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

How do our schools know if children have special educational needs and need extra help?

We know children need help if:-

Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.

Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

Whole school tracking of outcomes indicates concern about progress or general well being.

What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning, then please discuss these initially with your child's teacher/subject teacher. This then may result in a referral to the school SENDCo: Rosemary Hope(Infant School) / Carrie Broadfield (Junior School) and whose contact details are available via the school office, by email at officeinf@stalphege.solihull.sch.uk/officejun@stalphege.solihull.sch.uk or by phone on 0121 705 0443/ 0121 704 2714
- Parents may also contact the Executive Headteacher directly if they feel this is more appropriate
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school

School Provision for children with SEND.

Children and young people with SEND have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND requirements of pupils at this school.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name the school or college in the Education, Health and Care Plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child would be incompatible with the efficient education of others, or the efficient use of resources

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as specific resources and external services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:-

- (1) Classroom observations by the senior leadership team, including the SENDCo, and external agencies;
- (2) Ongoing assessment of progress made by pupils with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- (4) Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND;
- (5) Pupil and parent feedback on the quality and effectiveness of interventions provided;
- (6) Attendance and behaviour records.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership Team and, if appropriate, the pupil themselves.

Additional action to increase the rate of progress will then be identified and a record made to include a review of the impact that the differentiated teaching provided has for the child. If necessary, the teacher will be provided with additional strategies to further support the success of the pupil.

Action relating to SEND support will follow the assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "*additional to and different from*" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they should take to support attainment of the desired outcomes. This will be recorded, and a date made for review of attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and, where relevant, with the pupil.

As a result of the review process we may decide to involve outside agencies for specialist support. The range of professional agencies that come into school can be found in the schools' SEND information report. The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex, and the SEND support required to meet their needs cannot be provided from within the schools' own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

How will the curriculum be matched to each child's needs?

Teachers plan using pupils' achievement against national standards, differentiating tasks to ensure good progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENDCo and/or external specialists.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents termly at SEND support review meetings.

Information will also be given through the annual school reporting system and termly Parents' Evenings.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo or a member of the senior leadership team at any time when they feel concerned or have information, they feel they would like to share that could impact on their child's success. Please contact the relevant school office who will arrange this appointment for you. The contact numbers are 0121705 0443 (Infants) /0121 704 2714 (Juniors).

How will parents be helped to support their child's learning?

Parents are encouraged to view the schools' websites. This can be found at www.stalphege.solihull.sch.uk .

The School Information Report section of the website also gives links to websites to assist parents. This can be found in the SEND section.

The class teacher and SENDCo will also suggest additional ways of supporting your child's learning.

The schools organise a number of parent workshops during the year. These are advertised in the schools' newsletters and on our website and aim to provide useful opportunities for parents to learn more about how to support their child's learning.

If you have ideas on support that you would like to have access to, in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for children. This includes:

- * An evaluated Personal, Social, Health and Economic (PHSE) curriculum. The schools use the (Jigsaw) programme, which encourages a Mindful approach to PSHE. Jigsaw PSHE brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development. Please visit our website to see the topics that are included within this area of the curriculum.
- * Small group evidence-led interventions to support pupils' well-being which are delivered to targeted pupils and groups. These are provided for those children identified by staff and aim to support improved interaction skills, emotional resilience and well-being.
- * Alternative small group opportunities for pupils who find less structured times beyond the classroom difficult. During such, action is taken to develop their social interaction skills.

A counsellor (from September 2018) is available for pupils from Year 3 upwards who have been identified as would benefit from this strategy.

For information about pupils with medical needs please refer to the Medicines in Schools Policy. This can be found in the policies section of the schools' website.

What training do the staff supporting children and young people with SEND undertake?

The School Information Report lists the training that has been undertaken and the expertise within school to support children with SEND. This is reviewed and updated annually and can be found on the schools' website.

How will my child be included in activities outside the classroom including school trips?

- risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities
- the schools ensure they have sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity

How accessible is the school environment?

Our Accessibility Plan describes the actions the schools have taken to increase access to the environment and the curriculum, and detailed information is available via the schools' website.

How will the school prepare/support my child when moving classes or joining or transferring to a new school?

Please see the School Information Report on the schools' website for details of our transition arrangements

On entry to St Alphege Schools the following procedures take place:

- an induction programme is delivered in the Summer term to support transfer for pupils starting each school in September
- parents/carers are invited to a meeting at each school and are provided with a range of information to support them in enabling their child to settle into the school routine
- the SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges addressed prior to entry
- if pupils are transferring from another setting, the previous school/setting records will be requested immediately, and a meeting set up with parents to identify and reduce any concerns. The SENDCo will contact the setting where necessary to gain appropriate first-hand information about the child
- transition to Key Stage 3 (Secondary School) – children have planned visits and SENDCos communicate and share information as appropriate.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENDCo or Senior Leadership Team member
- during parents' evening appointments
- meetings with support and external agencies

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the individual school's response to meeting these needs, please contact the following:

- your child's class teacher;
- the SENDCo;
- the Executive Headteacher
- the School Governor with responsibility for SEND. The current SEND governor is Carol Southworth and she can be contacted via the school offices on 0121 705 0443 (Infants) or 0121 704 2714 (Juniors) the school email at officeinf@stalphege.solihull.sch.uk/officejun@stalphege.solihull.sch.uk

Support Services for parents of pupils with SEN include:

- Solihull Family Information Service provides a comprehensive data bank for support groups and activities for children with additional needs. This can be found at [socialsolihull.org.uk/local offer](http://socialsolihull.org.uk/localoffer).
- Solihull SENDIAS (Special Educational Needs and Disability Information, Advice and Support Service) provides a free confidential and impartial service for children with SEND and their parents/carers.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, mediation may be sought from the regional mediation services. Information on this free service is located here <http://socialsolihull.org.uk/localoffer/education/what-to-do-if-things-go-wrong/>

- Parents and carers can also appeal to the Government’s SEND tribunal if there is disagreement regarding the Local Authority’s decision about their child’s special educational needs. There is also the right of appeal to the tribunal if it is believed that there has been discrimination against their disabled child. Information on this process is available here <http://socialsolihull.org.uk/localoffer/education/what-to-do-if-things-go-wrong>

Information about the Local Authority’s Local Offer can be found at:

<http://socialsolihull.org.uk/localoffer>

Glossary

(A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN support : Extra support given to ensure the effective progress of pupils with special educational needs

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENDCo: Special Educational Needs and Disabilities Coordinator (also written as SENDCO)

Statement: Statement of Educational Need

PPS: Parent Partnership Services