
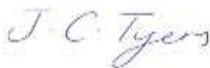




# Special Educational Needs Policy

Policy Review Details	
This policy will be reviewed by the governing body in accordance with the Policy Review Schedule	
Date of Issue: July 2024	
	
Chair of Governors' Signature	Executive Headteacher's Signature
Date of review: July 2025	Date of next review: July 2026

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others the same age
- b) Have a disability 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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

New legislation (The Children and Families Act 2014) came into force from 1<sup>st</sup> September 2014. A new SEN Code of Practice accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

## ST. GEORGE'S C of E PRIMARY SCHOOL

The SENCO is Mrs Kirsten Reid

She can be contacted on 0161 921 1660 or 921 2159 (direct line)

The SEN Governor is Ms J Bach

At St. George's Church of England Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced and creative curriculum provides opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

This policy describes the way we meet the needs of children who experience barriers to their learning. We recognise that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these difficulties may be long or short term. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

We strongly believe in both early identification and early intervention.

### **1. Aims and objectives**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our objectives are:

- **Staff members seek to identify the needs of pupils with SEN as early as possible.**

Information will be gathered from parents, education, health and care services and early years settings prior to the child's entry into the school.

- **Monitor the progress of all pupils in order to aid the identification of pupils with SEN.**

Through continuous monitoring by individual teachers, monitoring of data by the Senior Leadership Team and monitoring and evaluating the interventions in place and their impact we will ensure that pupils are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure that pupils with SEN have full access to the National Curriculum.**

The SENCO and Head Teacher will monitor and regularly review provision in order to ensure that individual targets are met and all pupils' needs are catered for.

- **Create a school environment where pupils can contribute to their own learning.**

We will encourage relationships with adults in school where pupils feel safe to voice their opinions of their own needs. Where appropriate we will involve pupils in the setting and evaluating of their individual targets.

- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.**

We will inform parents when concerns arise and we will update regularly. We will support parents in terms of their understanding SEN procedures and practices.

- **Work with outside agencies when the pupils' needs cannot be met by the school alone.**

Some of these services include Salford Learning Support Services, Educational Psychology, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Occupational Therapy and Physiotherapy.

## **2. Responsibility for the co-ordination of SEN provision**

- The person responsible for overseeing the provision for children with SEN is Mrs Jane Tyers (Head Teacher)
- The person responsible for co-ordinating the day to day provision for pupils with SEN is Mrs Kirsten Reid (SENCO)

## **3. Arrangements for co-ordinating SEN provision**

The SENCO will hold details of all SEN records for individual pupils. The SENCO and class teachers work closely with each other to ensure that this policy is implemented throughout the school.

All staff can access

- The school SEN policy
- A copy of the school SEN list
- The SEN Code of Practice
- Information/records held for individual pupils
- Advice and information from the SENCO and outside agencies
- The Local Offer and SEN Information Pack - see the school website [www.stgeorgescofe.co.uk](http://www.stgeorgescofe.co.uk)

The SENCO and class teachers work closely with each other to ensure that this policy is implemented throughout the school.

### **Local Offer**

Local Authorities now have a statutory duty to develop and publish a Local Offer setting out the support they expect to be available across education, health and social care for local children and young people with special educational needs (SEN) or disabilities.

More details can be found about the Local Offer in the new Special Educational Needs Code of Practice (July 2014)

### **SEN Information Report**

The school has a statutory requirement to publish a report containing the SEN provision available.

## **4. Admission arrangements**

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with the national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with Education, Health and Care Plans and those without.

## **5. Specialist SEN provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

## **6. Facilities for pupils with SEN**

The school complies with all relevant accessibility requirements. Please see the school accessibility plan for more details.

## **7. Identification of pupils needs**

A graduated approach:

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's progression.
- c) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. At this stage, an Initial Concern sheet will be completed and filed by the SENCO.
- d) The level of support needed will be discussed and a plan prepared and implemented. This could be targeted group work, a specific programme or one to one support.
- e) 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 the school.
- f) Pupils will continue to be monitored closely for approximately 8 weeks. A meeting will take place between the class teacher and SENCO to discuss progress and next steps.

## **SEN List/Support**

SEN is divided into four broad areas.

- Communication and Interaction

Autism/ASD/Aspergers/Verbal Dyspraxia/Speech and Language

- Cognition and Learning

Dyscalculia/Dyslexia/Moderate and Severe Learning Difficulties/ Profound and Multiple Learning Difficulties

- Social, Emotional and Mental Health

ADHD/ADD/Attachment and Separation/Long term illness/Anxiety/Depression/Eating Disorders/Self-harming

- Sensory/Physical Needs

Visual/Hearing/Dyspraxia/Motor delay and/or difficulties/Multi-sensory Impairment

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the SEN List. Formal identification is necessary to help the school ensure that effective provision is put in place.

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 pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## Assess

Analysis of the following will inform this stage of the cycle:

- Class teacher assessments
- Previous progress and attainment
- Comparisons with peers and national data
- Views of parents
- Views of pupil
- Outside agency information where appropriate
- Other assessments

Analysis of the above will require regular review to ensure that support and intervention is matched to need.

## Plan

The teacher and SENCO will agree the adjustments, interventions and support that are required, the impact on progress, development or behaviour that is expected and set a date for review.

All adults working with the pupil will be informed of their individual needs and the agreed support plan.

## Do

The class teacher will be responsible for ensuring that the support plan is implemented. The class teacher will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will advise and support with further assessment.

## Review

Reviews will be made regularly (approximately every 6-8 weeks). The review process will evaluate the impact of the support and interventions. It will also take into account the views of the pupil and where necessary their parents. The class teacher and the SENCO will revise the support based on the pupil's progress and development. A revised support plan will then be produced.



## The Banding System

When the decision is made to add a pupil to the SEN list they will be recorded at **Band A**.

Band A is where resources are provided to meet a child's need from within normally available resources which equates to between £1 and £1999 above basic per pupil funding.

During the four-part cycle the school might request input from an outside agency such as Speech and Language Therapy, CAMHS, Educational Psychology, Occupational Therapy, Salford Learning Support Services. Parents will be informed at this stage and referrals will require parental consent.

If a referral to an outside agency is successful a professional will carry out initial observations and assessments. The results/outcomes will be discussed with the class teacher, SENCO and parents and then used to inform the support plan that the school have in place. At this stage a pupil will usually move to **Band B**.

Band B is where resources are provided to meet a child's need from within normally available resources which equates to between £2000 and £3999 above basic per pupil funding.

It is possible that some intervention groups will include children at both Band A and Band B but Band B children will have additional individual targets which they will be working towards.

In all circumstances clear targets will be set and a review date agreed.

## Referral for an Education, Health and Care Plan

[Relevant legislation: Section 36 of the Children and Families Act 2014](#)

If a pupil has not made the expected progress despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the school or parents might choose to consider requesting an Education, Health and Care needs assessment. At this point the pupil will move to **Band C** while information for the referral process is gathered.

Band C is where resources are provided to meet a child's need from within normally available resources which equates to between £4000 and £5999 (over a 12 month period) above basic per pupil funding.

A referral will usually be requested by the school but it can be requested by a parent.

This decision will be made at a progress review meeting and will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

The gathered information will be submitted and a group of professionals from education, health and social care will decide whether the pupil is eligible for an EHC Plan.

Following statutory assessment, an EHC Plan will be agreed and completed. It is then kept as part of the pupil's formal record and reviewed at least annually by staff, parents and pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

### **Exiting the SEN List**

Pupils who make considerable progress at Band A or B can be removed from the SEN list. Progress will be judged on the achievement of individual targets that have been set, discussion with the class teacher, parents and pupil, and data collected and evaluated by the SLT.

Following removal from the SEN list pupils will be monitored closely similarly to those on the Initial Concern List.

## **8. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the Head Teacher and SENCO will consult with the pupil's parents for other arrangements to be made.

## **9. Inclusion of pupils with SEN**

The school has a policy for inclusion and the Head Teacher ensures that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promote the inclusion of all pupils.

The school will seek advice and support, where necessary, from outside agencies to ensure that every step is taken to include all children.

## **10. Evaluating the success of provision**

The school encourages feedback from staff, pupils and parents and carers throughout the year. Parent's Evenings are held in the Autumn and Spring Term and progress meetings between class teacher and SENCO are held regularly for children with SEN.

The Senior Leadership Team will evaluate progress for all children each term.

SEN provision and interventions are recorded on individual record sheets and, for children on Band B or C, on an individual provision map. These are updated when the intervention or provision is changed. The teaching assistant delivering the intervention will have responsibility for filling in the individual sheets and the class teacher, SENCO and HLTA will monitor the progress made by individual children. This helps to identify whether provision is effective.

## **11. Links with other agencies**

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Salford Learning Support Services (LSS)
- Educational Psychology (EP)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)

## **12. Parental Involvement**

We believe that a close working relationship with parents is vital in order to ensure early and accurate identification and assessment of SEN leading to appropriate intervention and provision.

Where regular contact with parents is necessary, the SENCO will arrange this.

Parents are invited to attend meetings with external agencies and they are always informed of changes made to their child's provision.

The school has a Children and Families Officer, Sue Downey, who can be contacted by request at the school office. Mrs Downey is part of the SEN Team at St. George's and she often acts as a representative for the team, particularly at initial meetings and when a parent has concerns regarding their child's presentation at home.

The SENCO will also make sure that parents are made aware of the availability of Salford's Independent Advice and Support Service (SIASS) where specific advice, guidance and support can be sought.

## **13. In service training (CPD)**

We aim to keep all staff up to date with relevant training and developments in relation to pupils with SEN.

The SENCO attends SENCO cluster group meetings every half term and other SEN courses run by the LA.

Most of our teaching assistants have completed the Elklan training. Elklan writes and delivers accredited courses for education and other staff working with those with speech, language and communication needs.

We aim to ensure that training opportunities are matched to school development priorities and most importantly to the needs of the individual pupils. Our provision mapping and recording systems allow us to do this successfully.

## **14. Reviewing this policy**

This policy will be reviewed by the SENCO in July 2026.