ST. LUKE'S C of E PRIMARY SCHOOL

SEND POLICY

Policy Date Review	**March 2024**
Date of next Review	**March 2025**
Reviewed by	
SENCo	**Miss A Lawrence**
Acting Headteacher	**Miss S Dean**
Chair of Governors	**Pat Jones-Greenhalgh**

SEND Code of Practice:

This policy complies with the statutory requirement laid out in the SEND Code of Practice

0-25 15th August 2014 and has been written with reference to the following guidance and documents:

- SEND (Special Education Needs and Disabilities) Code of Practice 0-25 (2014) SEND Code of Practice (2015)
- Equality Act (2010) Equality Act 2010 advice for schools
- Statutory guidance on Supporting Pupils with Medical Conditions Statutory Guidance on supporting children at school with medical conditions 2015
- National Curriculum in England Key Stage 1 and 2 2012
- Early Years Foundation Stage framework 2017
- The Local Offer
- The Schools SEN Information Report
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards

The policy was created by the school's SENDCO, in liaison with the SLT, all staff and governors and parents of pupils with SEND.

Mission Statement:

'Excellence through belief, inclusion and resilience'.

Our Vision:

St Luke's, through its church values and inclusive vision, celebrates diversity and difference and nurtures children's academic, emotional and spiritual growth. Through the teachings of Christ, we promote love, forgiveness, compassion, patience, trust, thankfulness and friendship.

Our St Luke's family, circle of strength, whatever their faith, joined in love and kept by God.

Our SEND vision:

St Luke's is an inclusive school committed to providing a high quality education for all. All pupils will have access to a broad and balanced curriculum. Our high quality of teaching and learning is differentiated and personalised to meet the individual needs of all our children. We have high ambitions, therefore we endeavour to raise aspirations and expectations for all pupils with SEND. Additionally, we promote positive outcomes in the wider areas of personal and social development. We ensure that all decisions are informed by the parents'

and children's wishes and seek advice from professionals outside of school to ensure that provisions put in to place are appropriate and follow the most current theories of best practice.

Our aims and objectives for supporting children with SEND:

'Special Educational provision is underpinned by high quality teaching and is compromised by anything less.' (1:24 SEND CoP)

1) Through rigorous assessment tracking and monitoring procedures, we aim to quickly identify and provide for those pupils who have special educational needs and additional needs.

2) As all teachers can be teachers of children with additional needs, they are all responsible for meeting the needs of the children in their care.

3) We aim to work within the guidance provided in the SEND Code of Practice, 2014.

4) The SENCO will provide support and advice for all staff working with special educational needs pupils to ensure that learners' individual needs are met.

Definition of SEND

A pupil has SEND if they have a learning difficultly or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

"Special educational provision is educational provision that is additional to or different from that made generally for other children of the same age at this school" (SEND Code of Practice 2014).

At St Luke's we welcome everybody into our school community and endeavour to cater for all SEND as categorised by the 2015 SEND Code of Practice.

a) **Communication and interaction**
   Children and young people with speech, language and communication needs have difficulty in communicating with others, for example Autistic Spectrum Disorder.
b) **Cognition and learning**
   Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation, for example dyslexia.

c) **Social, emotional and mental health difficulties**
Children may experience a large range of social, emotional difficulties which manifest themselves in many ways. Children may become withdrawn or isolated, disruptive or disturbing, hyperactive and/or lack concentration for example, ADHD.

d) **Sensory and/or physical needs**
Some children and young people require special education provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided, for example visually impaired.

Pupils must be treated as individuals as the four categories outlined above can present differently and have different affects depending on the individual. The purpose of these four areas is to provide support based on their particular area/s of need. As stated in the Code of Practice (2015:97):

"These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time."

Staff should speak to the SENCO when they are concerned about a pupil in relation to one of the four broad areas. **Early identification and intervention is imperative.**

Identification of SEND

Our SEND Pathway flowchart outlines the process our staff at St Luke's must take when they feel a child may need additional support. It incorporates the pre-graduated approach (early identification) and graduated approach to identifying need through the assess, plan, do and review (APDR) process. This is available on our school website.

By following the APDR process, we ensure that barriers to learning are removed and effective special educational provision is put in place.

Children who may be identified through this process are children who are making less than expected progress given their age and individual circumstances. The Code of Practice (2015:95) outlines this progress as being progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Reasons why pupils are not making the expected progress must be carefully considered as a **lack of or slow progress and low attainment does not necessarily mean that a child has SEND.**

It **should not** be assumed that pupils who are making expected progress and meeting age related expectations **do not** have SEND. "Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties." (SEND Code of Practice, 2015: 96)

English as Additional Language (EAL) **alone is not** a special educational need or disability. All areas of a pupil's development should be assessed to establish whether there is a special educational need or disability.

For children who need extra support, they will be provided with a School Based Plan (SBP) which documents what extra support they need. They may be provided with additional adult support using appropriate resources and interventions to support their needs. All children are assessed regularly and their progress monitored as this enables us to adapt planning to best suit pupil's needs. At this point, we may follow guidance and support from outside agencies, such as an Educational Psychologist, Occupational therapist or Speech and language therapist. Where the school resources and funding are unable to adequately meet a child's severe, complex and long term need, the school (with consent from the child's parent/carer) will seek a formal assessment from the Local Authority. This is called an Education Health Care Plan (EHC). If the submission is successful, the child will continue to be supported through School Support, while the Local Authority Statutory Assessment Service prepares an Educational Health and Care Plan.

Staffing and responsibilities

St Luke's C of E Primary School has 479 pupils on roll. The school is two form entry which includes a Nursery offering part-time places to pupils aged 3.

Governing Body- the Governing Body has identified a governor to have oversight of Special Educational Needs (SEN) in the school and to ensure that the full Governing body is kept informed of how the school is meeting the Statutory requirements. At St Luke's C of E Primary School this role is undertaken by Mrs Maryam Latif, who will meet regularly with the Head and SENDCOs (Miss A Bolton & Miss A Lawrence) to determine the strategic development of the SEND Policy and provision in school.

The Headteacher- the Head (Miss Melanie Michael) works with the SENDCO and the SEND Governor to determine the strategic development of the SEND Policy and provision in school. The Head has overall responsibility for the provision and progress of learners with SEND.

The SENDCO- the SENDCO will work closely with staff to ensure the effective day-to-day operation of the SEND policy. The SENDCO and Head will identify areas of development in SEND and will contribute to the School Improvement Plan (SIP). The SENDCO will co-ordinate provision for pupils who require further support through school. The SENDCO has day-to-day responsibility for the operation of the SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans. They will

also provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.

All Staff- will be involved in the formulation of the SEND Policy. Parents and pupils will also be consulted. Every teacher is a teacher of SEND, therefore it is the class teacher's responsibility for differentiating the curriculum for pupils with SEND and monitoring their progress. Class teachers work closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO can support staff as and when required.

Accessibility:

St Luke's continues to renew how accessible the environment, curriculum and communication is for pupils. Please see our school Accessibility Plan for further information.

Involving parents/carers and pupils

At St Luke's, parents are encouraged to talk to staff about any concerns they have with regard to their child's education. We recognise that parents and school are joint educators and that information should flow freely between both sides. We will have an early discussion with the child and their parents/carer when identifying whether they need special educational provision. These discussions will provide a good understanding of the child's areas of strength or difficulty and will consider the parent's concerns. Termly person-centred reviews are held with parents and pupils where appropriate to discuss progress and future targets.

Pupils are fully involved with their learning and those pupils with a high level of SEND need are using one-page profiles so we can make sure we understand what is important to each child and how they would like to be supported.

If a child has an EHC plan, this will determine the level of support and resources the child requires. Targets are specified for short, medium and long term aims and these are supported with appropriate allocation of staffing and resources.

For those children who do not have an EHC plan, the class teacher will liaise with the SENDCO and parents to discuss individual needs and arrange appropriate support. Children will be given the opportunity to express their views and interests which will be incorporated into the teacher planning. Targets are reviewed regularly to ensure outcomes are being met.

Complaints

Complaints about SEND provision should be made to The Headteacher, Miss M Michael, in the first instance. They will then be referred to the school's complaint's policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe our school has discriminated against their child. They can make a claim against alleged discrimination regarding:

- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of aids and services