



**'Let all that you do be done in Love' 1 Corinthians 16:14**

The example of Jesus Christ and the Good news that He brings inspire St George's to be a place of hope and a caring and inclusive community in which we all

**Love to learn and Learn to Love.**



## **St George's CE Primary and Nursery School**

### **Special Educational Needs Policy**

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| <b><u>Date agreed:</u></b> | March 2023 |
| <b><u>Review Date:</u></b> | March 2024 |

#### **Our Aims and Aspirations**

At St George's we work hard to create a warm, friendly and caring atmosphere, which shows the importance we give to the Christian Gospel, its values and beliefs. These values hold a central place in our relationships with each other, in what we teach and in our aspirations for all the children

#### **Rationale**

St George's is committed to providing an appropriate and high quality education for all children attending our school. We believe that all children, including those identified as having special education needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to develop an environment where all children can flourish and feel safe.

This policy describes the way we meet the needs of the children who experience barriers to their learning, which may relate to physical or sensory impairment, cognitive learning difficulties, social communication difficulties or emotional and social development or mental health.

#### **Aims**

- To enable all children to gain access to their entitlement of a broad, balanced, relevant and adapted curriculum.
- To identify any difficulties that may exist in the development of the child and make appropriate provision to meet those needs.

- To help each child develop with confidence, self-esteem and resilience and to reach their potential.
- To ensure that each child is a valued member of the school community, and where appropriate to be involved in decisions affecting their future Special Educational Needs (SEN) provision.

## **Objectives**

- To implement the Code of Practice.
- To ensure that all teachers make appropriate provision for children with special educational needs, ensuring full access to the curriculum.
- To ensure the regular assessment and monitoring of progress.
- To ensure regular liaison between the school and other professionals involved in SEN eg Educational Psychologists, Behaviour Support, Speech and Language Support.
- To establish and maintain a partnership between home, the teacher, the school and the child.
- To maintain a register of pupils with SEN that is regularly updated.
- To ensure the development of Targets and Provision for those children who are identified as having Special Educational Needs, monitored as SEN Support, and those with Education Health Care Plans.
- To ensure that Targets and Provision are regularly reviewed jointly with teachers, support staff, parents and SENCO to monitor progression and secure appropriate teaching strategies and target setting.

## **Roles and Responsibilities**

### Role of the Governing Body

- The Governing Body will, in cooperation with the Head Teacher and SENCO, determine the school's policy of SEN, including staffing and finance. They will also ensure that legal requirements are being fulfilled, showing regard to the Code of Practice. The Governor's annual statement to parents will contain information on the effectiveness of the school's implementation of the SEN policy

### Role of the Head Teacher

- The Head Teacher has responsibility for the day to day management of all aspects of the school's work including provision for children with SEN. The Head Teacher is the 'responsible person'. The Head Teacher will keep the Governing Body fully informed and also work closely with the school's SEN coordinator and/or team.

### Role of the SENCO

- The SENCO is responsible for the implementation of the school's SEN policy, for coordinating provision for children with SEN and liaising with outside agencies.

## Role of the teacher

Class teachers are responsible for the education and progression of all the children in their class, including those with SEN. Teachers ensure that all work is differentiated to meet the needs of the children. Teachers are responsible for implementing relevant Targets and Provision, and ensuring support staff are aware of the targets for the children involved.

## Role of TA's

- All staff are aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. Teaching assistants will work closely with the class teacher and SENCO to ensure the children they are working with, or supporting are accessing a full and balanced curriculum tailored to their needs.

## Admissions Procedure

All children are admitted to St George's regardless of their level of need, according to the school's admission policy.

Prior to starting school parents/carers of children with an Education Health Care Plan (EHCP), pending EHCP, or additional needs will be invited to discuss the provision that can be made to meet their identified needs.

## Identification, Assessment and Provision for SEN

### Identification

At St George's we recognise that children have a cognitive learning difficulty if they -

- *Have a significantly greater difficulty in learning than the majority of children of the same age.*
- *Have a disability that either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in our school.*
- *Are under compulsory school age and fall within the definition of either of the above statements 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.

Children have a social communication difficulty if they -

- *Have a significantly greater difficulty in interacting and communicating with adults or peers than the majority of children of the same age.*
- *Have a difficulty that prevents or hinders the child from understanding and responding to the curriculum accessed by the majority of children of the same age.*

Children have emotional, social or mental health difficulty if they -

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- *Generally do not conform to the expected behaviour of children of the same age.*
- *Display behaviour that is unacceptable or unusual and noticed by several members of staff over a period of time that is not improved through the school's Behaviour Policy.*  
*Have significant difficulty in creating and maintaining relationships with adults and peers.*

Behaviour must not be regarded as a difficulty, but as a result of an emotional, social or mental health difficulty and steps put in place to address the underlying difficulty and resulting behaviour.

Children have a physical impairment if they -

- *Have a physical or mental disability which has an effect on their ability to carry out normal daily activities.*

Physical or mental impairment includes: sensory impairment, severe disfigurements and hidden disabilities eg mental illness, diabetes, epilepsy. The effect of the disability must be substantial, adverse and last for at least a year or more.

## **Register**

Children will be placed on the Special Educational Needs register at the request of a parent, teacher or other professional person working with the child.

## **Provision**

### Cause for Concern

The class teacher will

- Maintain an initial concern sheet
- Gather relevant information
- Provide appropriately differentiated work for individuals or groups
- Inform parents of any concerns
- Submit copy of concern sheet to SENCO

### SEN Support

Triggers - Tracking and observation shows that children are not making expected progress. Where progress is not adequate, it will be necessary to take some **additional** or **different** action to enable the pupils to learn more effectively. Class teachers will consult with parents, SENCO and support staff to agree a programme of work to address the child's needs.

The class teacher, in collaboration with the SENCO will

- Assess the child's needs
- Obtain advice from outside agencies/specialists where necessary
- Provide Targets and Provision making clear the **additional** or **different** action that the child is receiving.

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- Where necessary, invite outside agencies to observe/work with the child through a referral to Tameside Specialist Outreach Support Service (formerly Pupil Support Service).
- Where necessary, invite professionals, for example an Educational Psychologist, to observe/work with the child.
- Implement advice from other professionals through Targets and Provision.

## Referral for Statutory Assessment for Education Health Care Plan

A referral for Statutory Assessment may be made where children are receiving a high amount of **additional** and **different** support and would not make progress at their level without this support. This may lead to an Education Health Care Plan to ensure children receive the support that they need.

Within six weeks of a referral being made, school and the child's family will be informed of a decision as to whether or not to proceed with statutory assessment.

If deemed appropriate to proceed, within six weeks the child will be assessed by the appropriate professionals, and the findings of these assessments will be discussed by the Tameside SEN team at the Statutory Assessment Meeting (SAM) within the next five weeks. If deemed appropriate, the Proposed EHCP will be written, there will then be 15 days to agree or disagree with the proposals. Agreement meetings will then take place to determine the final EHCP.

## **Assessment**

St George's has clear procedures for identifying children with SEN using

- Structured teacher observations/assessment procedures
- Screening and diagnostic tests

Children with SEN are assessed regularly using school procedures and entered on to the tracking system to ensure progression is being made, and identified quickly if it is not.

## Special Provision and Resources

Wherever possible we will aim to support children with SEN through the use of High Quality Teaching, adaptive teaching, use of technology, evidence-based intervention and additional adult support. This is identified through children's individual targets and provision.

Resources for SEN are purchased as appropriate and matched to the needs of individuals throughout school. Specific individual resources are purchased where this is viable. Specialist resources are accessed for children with Education Health Care Plans if they are needed.

Where needs are such that children cannot access learning alongside their peers, they will access specific learning appropriate to their needs within our enhanced provision (The Eden Room) and access inclusion learning within their peer class.

## Inclusion

Children are taught alongside their peers in pure year groups. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils. We have a flexible approach in order to

ensure effective learning, and this may be through individual or group interventions, or tasks in the classroom.

All pupils, including children with SEN or disabilities have opportunities to participate in a variety of extra-curricular activities during and after school hours eg choir, drama, recorders, football, play club

## **Evaluation**

The SENCO will provide information to the Governing Body annually. The SENCO will meet with the SEN Governor to discuss current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

The SEN policy will be judged successful if -

- The school's identification and assessment procedures are followed and staff carry out regular reviews, which will identify and track children with SEN.
- Parents are involved in the process of helping their child with their special educational needs, as seen by their attendance and involvement in reviewing Targets and Provision.
- Children receive a broad and well-balanced curriculum that is appropriately matched to their needs, evident through class teachers planning and observations.
- Progress for children with SEN is monitored using Early Learning Goals, P Scales, levels of attainment in year groups and used effectively to show next steps and new targets.
- The Head Teacher and SENCO report regularly to the Governing Body • The Governing Body informs parents of SEN progress on an annual basis.
- Consultation and liaison with support services and outside agencies is appropriate and effective, shown through the progress children make when accessing these services.
- The SEN register is maintained and updated regularly, with contributions from all staff involved.

## **Complaints Procedure**

St George's School has a complaints procedure, a copy of which is available at school.

If any parent or carer has a concern or a complaint regarding SEN provision for their child, the first point of contact is the class teacher. If the issue cannot be resolved following this discussion, the matter is forwarded to the SENCO, who will then meet with the parents/carers to listen to their concerns and find a resolution to any disagreement.

If the parents/carers still have not resolved their concerns about SEN, then the Head Teacher will become involved and respond accordingly.

In the event of a failure to meet an amicable outcome the parents/carers will be directed to contact the SENDIASS (Together Trust) Coordinator.

Any telephone complaints regarding SEN provision will be logged by the SENCO who will pass on any relevant information to members of staff.

### **SEN Training**

The SENCO attends relevant training within the LA and CDAT Trust including conferences and Network meetings to update and revise developments in Special Educational Needs.

The school will seek to provide appropriate training for all staff involved in the development of SEN children in accordance with individual training needs and the needs of the school.

### **Links with outside agencies**

The school will access advice and support from relevant agencies following their agreed referral procedures.

### **Parent as Partners**

St George's considers parents of children with SEN as valued partners in the process. Depending on age and appropriateness, children with SEN will also be encouraged to participate in the decision making process affecting them.

From the earliest identification of concern, parents will be involved in any decisions concerning the provision for their child's individual needs. They will be invited to take part in the review process of Targets and Provision regularly, and to contribute within the target setting process. They will receive a copy of Targets and Provision outlining the new targets agreed.

### **Links with other schools**

The school will make every effort to ensure all information regarding children with SEN is passed on as early as possible. Transition visits from Nursery to Primary school, Primary to Secondary school or Primary to Special school are made wherever possible and involve the child, parents and appropriate staff.

### **Review**

This document will be reviewed annually by the SENCO, staff and Governors.

Review Date: Spring Term 2023



## SEN - Initial Cause for Concern Form

Child's Name \_\_\_\_\_ DOB \_\_\_\_\_

### **Initial Concern**

### **Brief Description**

### **Areas of Concern**

- Cognition and Learning difficulties
- Emotional, Social and Mental Health difficulties
- Social Communication difficulties
- Sensory difficulties
- Physical/medical difficulties

How is the difficulty demonstrated by the child?

What action is being taken at present?

**Any notes**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

Copy to be given to SENCO