



**St George's C of E School**

## **Special Educational Needs and Disabilities Policy**

### **Compliance and Key staff**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This SEND policy was developed in line with St George's and Lewisham's Local Offer. This policy was developed in consultation with the school community - parents/carers of children with SEND, children with SEND, teachers, teaching assistants, the Governing Body and the Senior Leadership Team.

Our Head Teacher - Mrs Geraldine Constable – provides leadership on inclusion and high achievement for all.

Our Inclusion Manager - Miss Lisa Bacon - leads on the day to day operation of our SEND procedures following guidance in the SEN Code of Practice. Our Inclusion Manager is undertaking the National Award for Special Educational Needs.

The SEND Governor Mr Vivian Okon has responsibility for monitoring and supporting the school on SEND matters on our governing body.

Our Safeguarding Child Protection Governor – Mrs Jill Bray – has responsibility for monitoring and supporting the school on Safeguarding matters on our governing body.

All members of staff can be contacted at [admin@stgeorges.lewisham.sch.uk](mailto:admin@stgeorges.lewisham.sch.uk).

### **Admissions**

Inclusion is at the centre of all our school's aims and values.

This policy should be read in conjunction with the Admissions policy as set out in <http://www.stgeorges.lewisham.sch.uk/wp-content/uploads/2014/09/MASTER20St20George27s20Admissions20Policy202018-19.pdf>

### **Main aims and objectives**

St George's Primary School is an inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout our school. We believe that all children and young people are entitled to an education that enables them to make progress so that they can achieve their full potential and become confident individuals.

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to the views of parents/carers and pupils in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

We define SEND as that referred to in the Code of Practice 2014, whereby:

- *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her*
- *A child of compulsory school age or a young person 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 or mainstream post-16 institutions*

Those pupils with English as an additional language (EAL) do not have a Special Educational Need solely because of this reason.

## Equal Opportunities and Inclusion

We recognise that in order to ensure inclusion for all, we must ensure an ethos of cultural diversity is in place, which reflects the backgrounds and communities of all our learners. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils and that all pupils are prepared for full participation in a multi-ethnic society.

We endeavour to do this through appropriate curricular provision, which respects the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- require a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their own behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions

## The four areas of Special Educational Need and Disability

We use our best endeavours 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 to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- **Communication and interaction** – This can include speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome

- **Cognition and learning** – This can include Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)

- **Social, mental and emotional health** – This can include attention deficit hyperactivity disorder (ADHD); depression, eating disorder, attachment disorder, self-injury

- **Sensory and/ or physical needs** – This can include Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.

- Medical needs: refer to the policy on Medical Conditions. Where a child has a medical need and SEN, provision is well-coordinated and managed by the Inclusion Manager.

We recognise that some children may have more than one Special Educational Need.

## **Identification**

We make sure that parents/carers are at the centre of their child's planning. Provision for children with special educational needs is the responsibility of the whole school. The governing body, the head teacher, the Inclusion Manager and all other members of staff work together to ensure that early identification and effective teaching and learning strategies are in place. Teachers and teaching assistants have important day-to-day responsibilities in identification, monitoring and assessment.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information will be transferred, or sought, from other partners in their Early Years setting. The class teacher and Inclusion Manager will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

Parents/carers should feel comfortable to arrange appointments with their child's class teacher to discuss any concerns in the first instance. In order to help children with special educational needs, St George's will adopt a graduated response. This means that the school follows a three wave approach:

- Universal - High quality "inclusive", differentiated lessons to all children
- Targeted – Small group intervention for children who can be expected to catch up with their peers as a result
- Specialist – specifically targeted interventions and personalised support for individual children.

Initially, teachers will ensure that their existing wave one high quality teaching is in place and fully focused on the needs of individuals in their classes. In consultation with the Inclusion Manager, a targeted intervention will be decided upon and measured within an agreed monitoring period. At this point the child will receive designated SEN Support. This is support that is 'different from and additional to' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (2015).

Once additional information has been gathered, the Inclusion Manager may feel it necessary to involve external agencies to provide specialist support and guidance. Consent will always be sought from parents/carers. This may include speech and language therapists, educational psychologists, occupational therapists, outreach workers and specific learning

difficulties' teams. It may also be expedient to involve the school nurse to receive guidance over medical issues. Professionals will liaise with the school and parents to ensure the best possible provision within our setting.

Decisions will be made in partnership with parents/carers in the best interests of the child. Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and, where appropriate, by external professionals.

Once a child requires intervention at a stage of SEN support, the child will become part of an Individual Education Plan (IEP) process. The class teacher will speak to the child about activities they find enjoyable and those they find difficult. Targets will be generated with the child and parents/carers so that they best reflect the needs of the child. The IEP will focus on the primary areas of need and be reviewed together with the child, teacher and parents/carers three times a year.

### **Cycle of assessment and identifying at St George's**

1. Teacher/parent/carer raises concern or pupil progress data indicates a lack of progress
2. Monitoring by class teacher and Inclusion Manager
3. Targeted intervention put in place and monitored.
4. Child's progress is reviewed.
5. Next steps:
  - Child has made progress and the gap is closed
  - or
  - Child has not made progress and more personalised targets and provision are required – Child is added to SEND profile. A referral could also be made to outside agency, if appropriate.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the Inclusion Manager to consider what else might be done. This review might lead to the conclusion that the pupil requires support over and above that which is normally available within the particular class or subject. The Inclusion Manager and head teacher thoroughly analyse all pupil progress data (including SEND data) termly, to track progress and ensure current provision is targeted effectively. At St George's the Inclusion Manager may also observe the child and liaise with all adults involved to form agreed strategies. Parents are always involved in this process from the beginning and school staff have regular meetings with parents to discuss provision and progress. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his/her peers from widening
- Closes the attainment gap between the child and his/her peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum

- Demonstrates an improvement in self-help, social or personal skills
  - Demonstrates improvements in the child's behaviour.

The Inclusion Manager will have responsibility for ensuring that records are kept and available when needed.

### **School Request for Education Health and Care Plans (EHCPs)**

A request will be made by the school to the Local Authority (LA) if the child has demonstrated significant cause for concern due to lack of progress. The LA will be provided with information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Views of the parents and child
- Previous IEPs and targets for the pupil
- Records of regular reviews and their outcomes
- National Curriculum attainment and assessments in core subjects
- Education and other assessments, for example from an advisory specialist, support teacher or educational psychologist
- Records of the child's health and medical history, where appropriate

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an Education Health Care Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the Inclusion Manager from the secondary school will be informed of the outcome of the review.

If we apply for an Education Health and Care Plan, we will provide the LA with a case history of the child to date. Parents/carers have the right to request a statutory assessment from the LA also. Doctors and health visitors can also request a statutory assessment.

### **How the school adapts the curriculum and learning environment for pupils with special educational needs**

The Inclusion Manager and the child's class teacher and/or an external agency will decide on the action needed to help the child progress in the light of earlier assessments.

This may include:

- Different learning materials or specialist equipment e.g sloped writing desk, social stories, visual timetables, task checklists

- Evidenced based interventions including:

- For reading and writing - Toe by Toe, reading catch up sessions, phonics boosters, Sound Write, handwriting schemes

- For maths – numeracy catch-up sessions, small group tuition

- For Language and communication – Lego club therapy, Language for Thinking

- For social and emotional needs – Nurture group, pastoral care focusing on emotional development, programme of weekly support for targeted pupils from New Woodlands Outreach service

- Sensory diets where targeted children receive circuits of training that maximise learning potential

- Support from our learning mentor

- Support from our parent advisor

- Support from external professionals (speech and language therapists, educational psychologists, occupational therapists, physiotherapists, Drumbeat ASD Outreach Service, New Woodlands behavioural support service).

- Exam arrangements for SATs tests e.g adult reader, extra time, individual workspace

After discussions with the Inclusion Manager, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to support their child, and of the outcome of any action.

### **Evaluating the effectiveness of provision at St George's**

The Head teacher and Inclusion Manager monitor the effectiveness of our SEND provision in the following way

- Half termly data analysis

- Pupil observations

- SEN book looks

- IEP reviews

- Impact of intervention analysis

- Teaching assistant observations

- Performance management targets of TAs

- Learning walks with SEN governor
- Consultation with outside agencies

### **Listening to the views of SEND pupils and parents**

Pupils with SEND at St George's are listened to and involved in their own target setting.

They have the opportunity to share their views in the following way:

- Personalised IEPs - children are always consulted on their views and their own view of their strengths and weaknesses are always included on target sheets
- Pupil voice boxes
- Pupil questionnaires
- Parent questionnaires
- Listening conversations three times a year
- School council
- IEP reviews
- Class circle times
- PSHCE lessons
- Creating and presenting PowerPoint presentations and videos for Annual Reviews

### **Staff training at St George's**

All staff at St George's are regularly given the opportunity to attend relevant SEND training. SEND training is divided into three level of training/development:

- Basic Awareness – for those in contact with pupils with particular SEN
- Enhanced – for those working regularly with pupils with particular SENs – e.g. adapt teaching + learning
- Specialist – in depth training: for staff in the school advising and supporting on specific needs

The Inclusion Manager and Head teacher are proactive in targeting training in the event of a new child with SEN starting at school. In house training is regular and on-going.

Recent training has included:

- Whole staff Autism Spectrum Disorder training
- Language for Thinking/Talk Boost and Colourful semantics training



- Whole staff INSET on current interventions
- Universal Quality First Teaching
- Sensory circuits training
- The Inclusion Manager is completing the National Award for SEN Coordination

### **The Role of the Inclusion Manager**

The Inclusion Manager's responsibilities include:

- overseeing the day to day operation of the school's SEN policy
- coordinating provision for pupils with SEND
- liaising with and advising teachers and support staff, e.g. on overcoming barriers to learning and effective teaching for pupils with different needs
- managing Teaching Assistants
- overseeing the records of pupils with SEND
- liaising with parents/carers of pupils with SEND
- planning effective transitions to new class groups and new schools
- providing specialist training and advice to ensure all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including LA support and educational psychology, health and special services and voluntary and community groups

### **The role of the Governing Body**

The SEN code of practice (2015) states that:

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Inclusion Manager and the Head teacher meet regularly with the SEN Governor. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

### **Pupils with medical needs**

Pupils with complex medical needs will be provided with a detailed Medical Care Plan, compiled in partnership with the school nurse and parents.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2015.

### **Transition procedures**

When a child comes into our Nursery or Reception class, a member of staff will make a home visit and, where relevant, collect information and records from previous Nursery provision. We always encourage parents to visit our Nursery or Reception classes and run open days to facilitate this. We plan carefully to help children to feel safe and settle in.

When a child moves up to the next class, we organise “Hand-Over” meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children.

Children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them. When a child comes to our school in the middle of a term, we plan a range of support depending on the particular needs of each child. This often involves a team of “Buddies” to help her/him in to the new class and provide help to find their way around the school.

Transitions between Key stages – Teachers hold handover meetings with an item on the agenda to discuss the specific needs of pupils with SEND. Children spend time in their new classes with their new teachers in the summer term.

The Inclusion Manager and Parent Advisor meet other local secondary schools’ staff at a borough-wide secondary transfer meeting to aid transitions and we meet with parents of SEND pupils to support them in making a confident choice. The Inclusion Manager will contact all SENCOs for those children attending out of borough secondary schools also in order to ensure current information is transferred in a timely manner. All relevant documents and information will be transferred to the relevant secondary schools.

### **Complaints Procedure**

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

- Your child’s class teacher
- The Inclusion Manager
- The Head teacher
- For complaints, please contact the School Governor with responsibility for SEN. Their name is Mr Vivian Okon. They can be contacted via the school office at [admin@stgeorges.lewisham.sch.uk](mailto:admin@stgeorges.lewisham.sch.uk).

### **Support services for parents of pupils with SEN include:**

Lewisham have their own borough Local Offer which sets out information on local services for children and young people with special educational needs or disabilities:

<http://www.lewishamlocaloffer.org.uk/#/>

Parent Partnership Services are a local resource for parents seeking advice and support across a range of areas concerning children with SEN. Here are the contact details:

Bellingham Children's Centre  
109A Randlesdown Road  
Bellingham  
London SE6 3HB

**Tel:** 020 8698 2202 **Email:** [Lewisham.pps@family-action.org.uk](mailto:Lewisham.pps@family-action.org.uk)

For independent advice, information and support you can contact the Special Education Needs and Disability Information, Advice and Support Service (SEND IAS) or the Independent Supporter at Contact a Family. Both services are working together to ensure that you are provided with the right advice and information.

Address: Lewisham's Special Education Needs and Disability Information, Advice and Support Service, Bellingham Children's Centre, 109a Randlesdown Road, SE6 3AB  
Telephone: 020 8698 2202

Address: Independent Supporter, Contact a Family Lewisham, Leemore Central Community Hub, Bonfield Road, SE13 5EU  
Telephone: 020 8297 8056, mobile: 0790304444

### **Monitoring and Review**

This policy is reviewed and updated annually by the Inclusion Manager, the Head teacher and the governing body.