Headteacher: Chris Chorley

St Vigor & St John Church School & The Mill Nursery



SEND Policy

(Special Educational Needs and Disabilities)

'The purpose of education for all children is the same, the goals are the same.

The help that individual children need in progressing towards them may be different.'

School name	St Vigor & St John Church School and The Mill Nursery
SEND Governor	*Mrs Christine Scarterfield*
SENDCo	*Mrs Joanne Fear*
SEND Policy created by	*Mrs Fear – SENDCo (NASENDCo Award achieved 2018)* *Not a member of the Senior Leadership Team* *Mrs Christine Scarterfield – SEND Governor* *School Teaching Staff & Leadership Team* *Inclusion Committee*
SEND Policy Approved by	C. Chorley.
Date of approval	3/20
Current Review date	*March 2020*
Next Review date	*March 2023*

Our values and vision for SEND at St Vigor & St John Church School and The Mill Nursery

St Vigor & St John Primary school and The Mill Nursery is a learning community of children and staff that are **adventurous, ethical, connected** and **unique.** We support each other to learn effectively and we encourage collaborative styles of learning as appropriate. Most of all, we care deeply for the children's well-being in all senses of the word. We wish them to be happy, healthy individuals, well equipped to cope with the rigours and demands of modern society.

What is the definition of 'Special Educational Needs'?

We recognise a Special Educational Need as:

… a child who has a learning difficulty or disability 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 significantly greater difficulty in learning than the majority of others the same age; or

(b) Have a disability which prevents of hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

(DfE SEN Code of Practice 2014)

Our Aims for children with SEN at St Vigor & St John Church School and The Mill Nursery

To raise the aspirations of and expectations for all pupils with SEN and for pupils to engage in their own learning and to develop independence and resourcefulness by focusing on outcomes for children and young people, not just hours of provision/support.

Objectives for SEND

We adhere to the SEN Code of Practice (2014) in our support of pupils with additional needs, where their provision is '*additional to and different from'* that which is provided as part of a differentiated curriculum for all pupils.

- To identify and provide for pupils who have special educational needs and additional needs
- For every pupil to receive a broad and balanced curriculum in a learning environment that supports learning at differentiated levels.
- To work within the guidance provided in the SEND Code of Practice, 2014
- For parents/carers/ to feel supported in the processes involved in supporting their pupils with SEN.
- To provide a Special Educational Needs Co-ordinator(SENDCO)
- To ensure that the views of the pupil are heard and valued in supporting them in their learning in the classroom and in accessing broader learning experiences.
- To provide support and advice for all staff working with special educational needs pupils
- To provide adjustments in allowing all pupils to access all elements of the school curriculum as set out by Somerset's Graduated Response and the SEND Code of Practice in the four areas of Special Educational Need:
  - Cognition and Learning
  - Communication and Interaction
  - Social, Emotional and Mental Health
  - Sensory and/or Physical Needs

Identifying and Assessing Special Educational Needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Identifying pupils with SEN is the responsibility of a wide range of people involved in school life. The pupil's parents/carers, governors, the Headteacher, SENDCo, class teachers and teaching assistants are all integral parts in the process of identifying additional needs.

Early identification of SEN is recognised as essential in reducing barriers to learning and ensuring that the pupil can make good progress. Our criteria for identifying a child as having SEN, is explained on these next two pages.

'Every teacher is a teacher of every child or young person including those with SEN'

Quality first teaching is essential, and teachers ensure that all lessons are well planned, prepared and are of a high quality. Learning is differentiated to meet the needs of all pupils and successes are celebrated at all levels of academic attainment.
Teachers respond to children's needs by:

Providing support for children who need help with communication, language and literacy and maths

Using multi-sensory approaches to reach out to all learners

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 behaviour and to take part in learning effectively and safely
Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning

Monitoring Progress is vital in order to identify those pupils who are not making good progress. Teachers continuously monitor the progress of all pupils in their class which occurs daily through formative and summative assessments. An identification of additional need is found if pupils are not making good progress in their learning through quality first teaching and differentiated lessons. This can be characterised by 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

The area of additional need is identified and is brought the attention of the SENDCo during a Pupil Progress Meeting. At that point, the SENDCo may need to carry out further assessments and an intervention will be put into place to meet that need.

What *isn't* categorised as a Special Educational Need, but may still impact on a child's learning and progress and may place a child on the SEN Register of Need?

Having a disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN) Attendance and Punctuality

Health and Welfare

Being a Looked After Child

EAL (English as an Additional Language)

Being a child of Serviceman/woman

Being in receipt of Pupil Premium Grant

A Graduated Response is provided by the class teacher whereupon a difficulty has been identified and the barriers to learning are reduced by implementing additional classroom provision. This may be through the use of additional support resources, optimum placement in the classroom to reduce distractions or interventions to reduce the gaps in the pupil's learning by pre or post-teaching a particular skill.

Intervention is used to support a pupil's learning around an area that has been specified by assessment. This could be on an individual basis or as part of a small group, depending on the nature of the intervention. The parents/carers will be notified on the area of need and the intervention that is being planned to meet that need. If the intervention is not supporting the pupil enough in making good progress and reducing that identified gap in their learning, then other SEN arrangements will take place and the support of outside learning support services will be sought.

Specialist Support is often sought for those children suspected as having SEN or known to have SEN by way of way of referral to outside agencies and experts. This is done as a meeting with the SENDCo, parents and class teacher to discuss the difficulties that a child is having in making expected progress and planning support in the classroom and from an external agency. An EHA (Early Help Assessment) is an online form that is used for this referral process, Information about the child's specific needs is gathered prior to completing the form from teaching staff and the SENDCo and used to make the referral. Outside support can be sought from many agencies in Somerset through the Professional Choices website, including:

Autism & Communication Service and CAOT (Children with Autism Outreach Team)

CAMHS – Child and Adolescent Mental Health Service

Educational Psychology Service

Early Support Team for children with disabilities Hearing Support

Vision Support

Integrated Therapy Service - Occupational Therapy and Speech & Language therapists

Portage – providing support to pre-school children with additional needs and their families

Virtual School – for Looked After Children

Learning Support Service – Dyslexia and Dyscalculia

New Pupils / In-Year Applications to the school

Prior to the pupil's entry to the school, their current levels of attainment are obtained, and information is gathered from parents/carers, previous education settings and health & care services. Where previous Special Educational Needs have been identified, the SENDCo from their previous setting will be contacted and liaison meetings with parents/carers will occur and provision will be planned prior to the pupil's entry to the school.

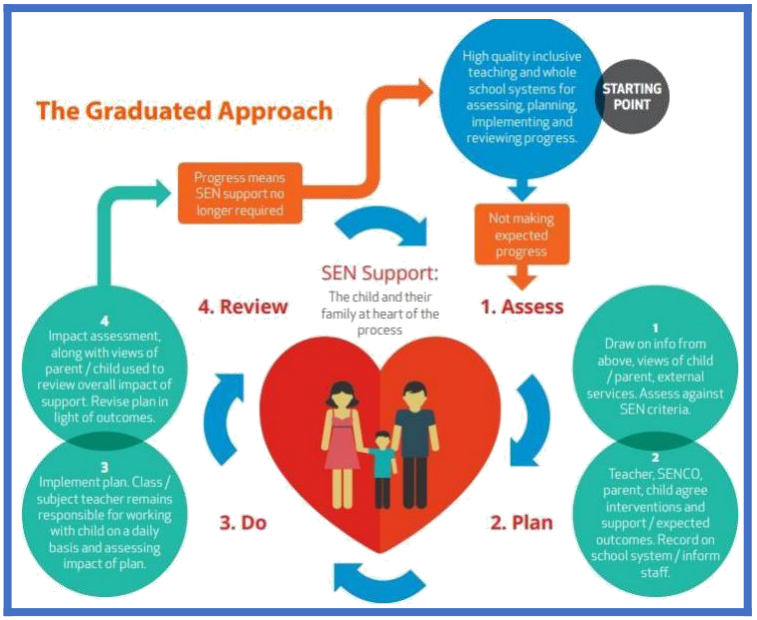
New Pupils / In-Year Applications to the nursery

Prior to pupil's entry to the nursery, we encourage parents to bring their children to the setting for a short 'stay and play' session and for parents to talk to the nursery manager about any additional needs their child may have. At this point, it is useful for the nursery to know if any outside agencies have already been involved with your child, so that we can make contact with them. If your child has already previously attended a nursery, The Mill Nursery manager or the SENDCo will contact their previous keyworker to discuss your child's provision and needs.

The 'Assess, Plan, Do Review' Process

ASSESS

In order to identify a child as needing SEND support, initial assessment will take place in school alongside discussion with parents and class teachers. Teachers will make provision for children through the Graduated Response and monitor their progress. The Senior Leadership Team will observe children through lesson observations, looking in books and learning walks. They, alongside the SENDCo will analyse termly assessment data and use this, together with teaching staff, to inform their planning to meet the needs of this child. This assessment will be reviewed on a termly basis to ensure support is matched to need, through Pupil Progress Meetings and Provision Map Meetings.



PLAN

If it is decided that additional support is required, specific targets will be set by the class teacher, parents and SENDCo during an initial meeting with parents. This support will also form part of the teacher/parents discussion during Parents Evenings. The targets are specific to the individual child's learning needs and will be reviewed at least termly, often more regularly depending on the nature of the targets. **If a decision is made to place the child on the SEND register, this will be discussed with parents, a letter sent home and they will be invited into school termly for a SEND meeting with the Class Teacher. The SENDCo is also available to meet with parents.**

DO

High quality first teaching and targeted interventions are delivered by the class teachers and Teaching Assistants in the form of individual or small group support and is delivered in accordance with the targets that have been set. These are planned in Pupil Progress meetings, Provision Map meetings and regular informal discussions with the SENDCo. The intervention may also form recommendations following advice from external professionals, such as an Educational Psychologist.

REVIEW

The effectiveness of the support and its impact on the child's progress will be monitored and reviewed regularly throughout the term. Children are also asked for their views on how their learning is progressing and how the support has helped them. Parents are involved in this review stage as part of the termly SEN meeting held with the Class Teacher. The outcomes of the additional support and the measure of progress that has been made will inform the decision whether the cycle of assess, plan, do, review may begin again with increasing detail in order to identify the best way of securing good progress. This review may be in the form of tangible data such as a reading or spelling age or a holistic view about the child's progress from the parent, teacher, and Teaching Assistant.

Managing Children on the SEN Register

The SENDCo (Special Educational Needs & Disabilities Coordinator) is responsible for managing the provision for children on the SEN Register. Our SENDCo, Mrs Joanne Fear, achieved the National Award for Special Education Needs Coordination (NASENDCO) in 2018 through Plymouth University. This postgraduate certificate is now a statutory requirement of the SENDCo role.

Within their strategic role, the SENDCo has many responsibilities:

- Managing the day-to-day operation of the SEN policy
- Co-ordinating the provision for and managing the responses to children's special needs Supporting and advising colleagues
- Maintaining the school's and The Mill Nursery's SEN register
- Contributing to and managing the records of all children with special educational needs
- Managing the school-based assessment and completing the documentation required by outside agencies and the Local Education Authority (Somerset)
- Acting as the link with parents
- Maintaining resources and a range of teaching materials including appropriate ICT programs to enable appropriate provision to be made
- Acting as the link with external agencies and other support agencies
- Monitoring and evaluating the special educational needs provision and reporting this to the governing body
- Managing SEN training requirements for Keyworkers, Teaching Assistants and Teaching Staff
- Managing appraisals for SEND Support children and those with an EHCP
- Liaising with other SENDCos within our local pyramid to discuss general SEN issues and ensure continuity across the local school
- Meet termly with the Educational Psychologist and local SENDCo cluster and use a problem-solving model to support concerns over specific issues with children
- Attend SENDCo Workshops termly to keep abreast of changed to SEN legislation, support and resources throughout the year
- Liaise with the SEN Governor - Christine Barnard - and ensure that they have a good understanding of how SEN is managed within the school.

Referral for an Educational Health and Care Plan:

If a pupil has significant health or learning difficulties and it is likely that they will need specialist provision, they may undergo a Statutory Assessment process which can be requested by either the parent or the school. This will occur when the complexity of need is such that a multi-agency approach is required in assessing the level of need, planning the provision and identifying resources to support the pupil in accessing the curriculum. Further information about EHC Plans and the referral process can be found on the Somerset's SEND Local Offer:

https://choices.somerset.gov.uk/025

Direct link to the EHC Plan process:

https://choices.somerset.gov.uk/025/local-offer/education-health-and-care-plan/

Exiting the SEN Register

A pupil may be removed from the Register of Special Educational Need if the progress made by the pupil is such that they have gained enough progress to meet their Age-Related Expectations (ARE). These are the standards determined by the government as expected for the pupil's age. Consultation between the SENDCo, parents/carers, class teacher and pupil would occur before removal from the register, whereupon the progress of the pupil would still be monitored by the class teacher to ensure that the pupil continues to make good progress and remain at ARE.

Supporting Children and Families

Somerset's Local Offer on the Somerset Choices website contains an abundance of support, useful information and resources for families of children with SEN. A weblink for the Somerset's Local Offer can be found in this SEN Policy and on the school website.

On the school website, the SEN Information Report can be found which contains greater detail about the day-to-day management and support of SEN children at St Vigor & St John Church School and The Mill Nursery. The Inclusion Committee, a group of parents of children with SEN, collaborated with the SENDCo and the SEN Governor in creating this document in the hope that it would be useful and clear in its information for parents.

External Support

There are outside agencies that can support families of SEN children in the home. We can refer to them via the Early Help Assessment form and include:

PFSA – Parent Family Support Advisors
CAOT – support for families of children with a diagnosis of autism
Children's Social Care
Early Support Team – for children with disabilities
HomeStart West Somerset – support for children under 7 years
Portage – a teaching service for pre-school children with additional needs
Young Carers Service - support, activities and respite groups for children and young people up to 18 with regular caring responsibilities.

Internal Support

At St Vigor & St John Church School and The Mill Nursery, we encourage parents to make an active contribution to their child's education. We have regular contact to share the progress of Special Needs children with their parents. We consult with parents regarding any outside intervention, and we share the process of decision making relating to the education of children with Special Educational Needs. Termly SEN meetings are held as well as an 'open door policy' for parents to meet with the class teacher, SENDCO or Senior Leadership Team.

Parents of children who are on the SEND register will be invited to meet with teachers termly to complete a Profile for their child, incorporating their provision, targets, pupil views and parent views.

The school will work in partnership with parents to ensure that events run by any parent committee are inclusive of the needs of families and children with SEN and will support this approach were appropriate.

If parents are concerned about the provision for their child, they should discuss it in the first instance with the class teacher. If there are still concerns, an appointment will be made with the SENDCO who will discuss with the Headteacher and the SEND Governor if appropriate. Records will be kept of parental concern and any ensuing school action.

St Vigor & St John Church School and The Mill Nursery is able to offer support for children with SEN in a variety of ways according to the level of need and type of difficulties.

ELSA

An Emotional Literacy Support Assistant. We have twos ELSAs in school, both of which are TAs and their role is to develop the emotional literacy for children with SEN or those who show higher levels of anxiety and support them in naming, feeling and expressing their emotions.

Teaching Assistants

We have a classroom TA for each class within the school and their role is to support the learning for all children in the class. Often, they have intervention groups that tend to work outside the classroom in the afternoons to work on specified targets set out each child's SEN Passport, or as a group of children that just need a little extra support to understand the learning in the classroom fully.

Support in the nursery

We support a child's development according to the Early Years curriculum. This is done on an individual basis or as part of a small group and may use the Early Years Developmental Journal to break down each part of the EYFS curriculum into much smaller steps to show smaller incremental progress in the pupil's development.

Transition – Year 6

For those children in Year 6, transition is planned with the local secondary schools on an individual basis and SEN information about each child is exchanged in order for the child to be placed into the best suited tutor group for their needs. Most secondary schools off enhanced transition for pupils with SEN and they have additional days in their new school during the summer term of Year 6. Some secondary schools offer summer holiday activities and day that are specifically designed for children with SEN.

Transition from class to class in the school

The school will make careful plans to support the transition of all pupils into the next year group. This will include opportunities to meet the new class teacher, and a class swap day. For children with SEN, teachers will additionally complete a Pupil Passport to clearly identify needs and strategies for that pupil to be shared with the new class teacher and create a booklet to go home to act as a 'Social Story' for pupils who may need reassurance over the summer holidays, to be shared with families. This may also be shared with all class pupils to support all children in the transition process.

Parents will also have the opportunity to meet with new class teacher before the end of the Summer Term.

Parents who are concerned about transition are also welcome to meet with the SENDCO to outline any further provision that may be needed.

Transition into Reception Class

Children who are entering the school from a nursery setting into Reception class, will have opportunities to come to school for a Parent / Carer information evening as well as Stay and Play sessions and a Celebration Picnic or similar social event so that new parents can get to know each other. The school liaise closely with The Mill nursery to support any pupils transferring into school. Teachers will also make home visits to ensure that pupils and parents / carers feel confident about the start of school in September.

For SEN pupils starting school in Reception, a School Entry Plan (SEP) will be completed with external Early Years professionals, parents and key staff to outline targets for the transition. This will be reviewed in the Autumn Term.

Access Arrangements for SATs

The SENDCO, the class teacher and the Headteacher will liaise with parents for those children who have additional requirements for accessing SATs in Year 2 or Year 6.

Access arrangements might be used to support pupils who have:

- difficulty reading
- difficulty writing
- difficulty concentrating
- processing difficulties
- a hearing impairment
- a visual impairment
- English as an additional language

Supporting Children with Medical Conditions

At St Vigor & St John School and The Mill Nursery, we aim to ensure that all children, including those with medical conditions can continue to enjoy learning, friendships and play.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Parents have the prime responsibility for their child's health and are required to provide the school (via the school office) with information about their child's medical condition before they are admitted to the school, or as soon as the child first develops a particular medical need. It may be appropriate to request a meeting with the class teacher so that the needs of the child are fully explained.

For more information, please ask at the office for a copy of our 'Supporting Pupils with Medical Needs Policy.'

Supporting Children with Disabilities (Accessibility)

Some children in our school have disabilities and we are as committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to able-bodied children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Within the classroom, we use equipment as appropriate to support the child, depending on their individual needs e.g. writing slopes, pencil grips and specialist ICT software.

Teachers modify teaching and learning expectations as appropriate for all children, including those with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children :

- takes account of their pace of learning
- the equipment needed to access their learning fully
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- uses assessment techniques that reflect their individual needs and abilities.

Children with disabilities will not necessarily be placed on the SEND register unless the child also has a Special Educational need which meets the criteria for all children.

Monitoring & Evaluation of SEND

Governor Responsibility

The SENDCO monitors the progress of the children with SEND within the school, alongside the class teacher or keyworker. They provide staff and Governors with regular summaries of the impact of the policy on the practice of the school. The SENDCO will arrange for training where appropriate to support the skills of staff within the school and nursery. Alongside Class Teachers and keyworkers, the SENDCO will monitor the impact of specific support and interventions. This is then reported to the Headteacher on a termly basis and plans for further provision and any changes to current provision are made jointly according to the needs of the children. The SENDCO then supports teachers in target setting and mapping provision for those children who require some additional support. The SENDCO reports the outcome of the review to the full Governing Body.

The SENDCO and the named Governor with the responsibility for SEND meet with a focus on areas of SEN each term. The Governor responsible for monitoring SEND is Mrs Christine Scarterfield. The SEN Governor may be invited, where appropriate, to partake in some monitoring of SEN.

The Governing Body reviews this policy annually so ensure that it meets the requirements of the Special Educational Needs and Disability Code of Practice 2014 and that there is a match between policy and practice. The governors will consider any amendments in light of the annual review findings.

The Governing Body ensures they make their best endeavours to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children and they can consult with the LEA and other schools, when appropriate.

The Governing Body has decided that children with Special Educational Needs will be admitted in line with the school's agreed admissions policy.cy.

We will review the SEN Policy by:

- a yearly staff meeting where we discuss procedures and look for ways in which our practice has implemented policy
- the use of parent Inclusion Committee to gather parental views and ensure that is 'parent-friendly' Tracking the progress of pupils and gathering their personal views on their learning as part of the
- termly Assess, Plan, Do, Review cycle.

Training and Resources

The allocation of funding for SEN in a school comes from within two places: the school's central budget; and in the form of High Needs Funding applications, which are currently being replaced by Education Health and Care Plans (EHCPs).

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. As part of our normal budget planning, we determine the best way to use those financial resources to support the progress of pupils with SEN. The SENDCO, headteacher and governing body work together to establish a clear picture of the resources that are already available within the school and where additional resourcing is needed.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special

educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Records are kept of the training that staff have received during the academic year and additional training is allocated depending on:

- the needs of the children within each class and any in-year applications where children have an additional SEN.
- the curriculum expectations and adaptations required to support children with SEN new staff

- refreshing training that has already taken place but needs to be updated in line with current practice
- new resources for interventions according to the needs of all children, not just those with SEN staff CPD – Continuing Professional Development

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attend the Local Authority's SENDCO Network Meetings, in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

School Governing Body - reviews this policy annually so ensure that it meets the requirements of the Special Educational Needs and Disability Code of Practice 2014

SEN Governor – Mrs Christine Scarterfield - liaises with the SENDCO to discuss strategic management of SEN, the SEN Action Plan, funding and impact of interventions.

SEN Teaching Assistants – we have several Teaching Assistants that work as 1:1 support for children with SEN. They are line managed by the SENDCo and the Headteacher.

Designated Teacher of Children Looked After – Mrs Fear, SENDCo

Safeguarding Lead – Mr Chorley, Headteacher

PPG / CLA funding manager – Mr Chorley, Headteacher

Medical Needs – SENDCo: Mrs Fear and Deputy Headteacher: Leah Sheppard

Managing Complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENDCo or member of the Senior Leadership Team, who will endeavour to help in remedying the concern or if not, would be able to offer advice on formal procedures for complaints.

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