

St. Alphege CE Federation of Schools

SEND Policy



Jesus said 'Let the children come to me, and do not stop them, because the kingdom of heaven belongs to such as these'

Framework for Solihull Schools' Special Educational Needs and Disability (SEND) Policy

In Solihull all schools are encouraged to provide appropriate support for those children with Special Educational Needs and Disabilities ('SEND') who live in their area. In these schools we support all children to achieve well throughout their school life. Every pupil with SEND in these inclusive schools has an entitlement to fulfil his/her potential. This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers. These outcomes are embraced in every aspect of school life: personalised teaching and learning approaches, access to technology across the curriculum, flexible learning pathways and out of hours learning activities, support for emotional well-being, flexible timetables, assessment systems that engage pupils in having a say about their progress and additional provision.

At St Alphege Schools we are committed to meeting the needs of all our pupils and ensuring that all pupils, including those with SEND, have the opportunity to **reach their full potential and make good progress** within a positive and stimulating environment where children can learn without limits.

We provide a high **quality, flexible curriculum** for all children through an inclusive approach commensurate with meeting individual needs and enabling all pupils to be **included fully in the life of our school community**.

This Special Educational Needs and Disability policy should be read in conjunction with our schools' SEND Information Report and our accessibility plan. These can all be found in the policies section of our schools' website.

<https://www.vmaspace.co.uk/stalphege/school-policies/>

This policy will be reviewed annually and next be reviewed and presented to the Governing Body in the Autumn term (2022).

Introduction

Our Christian School Vision is central to all we do and underpins all aspects of the SEND policy.

'Let the children come to me, and do not stop them, because the Kingdom of Heaven belongs to such as these.' Matthew 19 v 14

'Let the children come to me' - We value Children. **We welcome and cherish every child.** School staff are child centred and willing to go the extra mile for everyone at the school. Every individual will feel valued and loved by God. The children have an equally important role and contribution to make.

'and do not stop them' - We are **inclusive and adaptable.** We make the curriculum and God **accessible to all.** We want to see the school through the eyes of a child and in all matters ask how this will impact upon them.

Special Educational Needs and Disability (SEND) Policy

Aims of this SEND policy

The aims of our Special Educational Needs and Disability Policy and practice in this school are:

1. To ensure that children and young people with SEND engage in the *full range of activities* offered by the school, alongside pupils who do not have SEND.
2. To make *reasonable adjustments* for those with a disability by taking action to increase access to the curriculum and the environment.
3. To make every effort to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within our differentiated curriculum.
4. To ensure a *high level of staff expertise* to meet pupil need, through well-targeted continuing professional development.
5. To work in *partnership with the Local Authority* and outside agencies including health professionals.
6. To work in *partnership with parents/carers* and children in order to help them to be the best they can be.

What are Special Educational Needs (SEN) or a disability?

At our schools we use the definition for SEND and for disability from the SEND Code of Practice (January 2015). This states:

“SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.”

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.**’ This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

How do we identify children who have special educational needs and require extra support?

1) 'Wave 1'

Staff or parents will approach a member of the Inclusion Team if they have concerns over a child. The SENDCo will observe, offer advice and monitor the child over a period of time. If the child's behaviour/learning does not improve with quality first teaching in place, the child will be put on the Register of Need as 'Monitoring'. Strategies and Interventions will be put in place to support the child; these are shared with parents by the Class Teacher.

2) 'Monitoring'

A child meets the criteria for 'Monitoring' if they have:

- Previously been identified as 'Wave 1' and additional interventions have taken place within school that are in class/additional/different to Quality First Teaching. The Class Teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum.
- a diagnosis that does not require external agencies involvement.

3) 'SEND Support'

A child meets the criteria for 'SEND support' if they have:

- Regular interventions that take place within school and outside agencies are involved. The triggers for SEND Support will be that, despite receiving individualised support under 'Monitoring' the child continues to make little or no progress in specific areas over a long period and is working at National Curriculum Stages substantially below that expected of children of a similar age. Children will also be included at this level if their emotional and behavioural difficulties, sensory or physical needs and communication or interaction difficulties impede upon their learning and progress.
- External Services in an advisory, assessment or teaching capacity will be involved at this stage.
- a diagnosis whereby external agencies are involved with the child
- a Needs Based Plan will be written by the SENDCo and Class Teacher to support the child.
- Children on 'SEND support' will be added to the SEND register following a discussion with parents.

- Each child on Band 1 will have their plans reviewed twice a year with staff and parents (June and January) and will involve the Inclusion Leader, Class Teacher, Parents, any involved support services and wherever possible, the child. These plans will set out fresh strategies for supporting the child's progress.
- The delivery of the interventions recorded in the Plan continues to be the responsibility of the Class Teacher/TA/LSA.

If all of the above have been in place and the child does not make progress:

- An Education Health and Care Plan (EHCP) to be requested
- Assessment to be carried out, Educational Psychologist to support and top up funding to be granted.

This provision at St Alphege is seen as a '**graduated approach**'. The terminology of the graduated response may alter dependent on recent changes to the Local Authority. Parents will be informed of any changes made. The support however will stay the same.

Request for Education Health and Care Plan (EHCP)

For a very small percentage of pupils, whose needs are significant and complex, and the SEND support required to meet their needs cannot be provided from within the schools' own resources, a request will be made to the LA for an assessment. During the assessment period, the LA seeks parental, educational, medical, psychological and social services advice. The child continues to be supported in School as in 'SEND Support'. If the LA considers that the educational provision necessary to meet the child's needs cannot reasonably be provided within the resources normally available to mainstream school, it will draw up an Education Health and Care Plan.

Education Health and Care Plan

- The delivery of the interventions recorded in the EHCP will continue to be the responsibility of the Class Teacher/TA/LSA.
- All EHC Plans are reviewed at least annually with the Parents, the pupil, the LA, the School and professionals involved are invited to consider whether any amendments need to be made to the descriptions of the child's needs or to the special educational provision specified in the statement.

What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning, please discuss these initially with your child's class teacher. This then may result in a referral to the school's SENDCo, Laura Stanion, who can be contacted via the school offices: officeinf@stalphege.solihull.sch.uk/officejun@stalphege.solihull.sch.uk or by phone on **0121 705 0443/ 0121 704 2714**
- Parents may also contact a member of the Senior Leadership team directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

School Provision for children with SEND

Children and young people with SEND have different needs, **but all children with SEND are welcomed at our schools**, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to adapt our provision to meet the SEND requirements of pupils at this school. For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name the school or college in the Education, Health and Care Plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child would be incompatible with the efficient education of others, or the efficient use of resources

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How will the school support a child with SEND?

All pupils will be provided with **high quality teaching that is differentiated** to meet the diverse needs of all learners. Pupils with a disability will be provided with reasonable adjustments (such as specific resources and external services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

1. Classroom observations by the senior leadership team, including the SENDCo, and external agencies;
2. Ongoing assessment of progress made by pupils with SEND;
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND;
5. Pupil and parent feedback on the quality and effectiveness of interventions provided;
6. Attendance and behaviour records.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership Team and, if appropriate, the pupil themselves.

Additional actions, with the aim of increasing the rate of progress will then be identified and a record made to include a review of the impact that the differentiated teaching provided has for the child. If necessary, the teacher will be provided with additional strategies to further support the success of the pupil.

Action relating to SEND support will follow the assess, plan, do and review model:

- 1. Assess:** Evidence will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of strategies/targets to improve outcomes.
- 2. Plan:** After reviewing the strategies put in place, if no progress has been made following the graduated response as detailed above, this would indicate that "additional to and different from" support will be required. At this point the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo and/or external agencies (depending on the stage of the graduated response).

3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they should take to support attainment of the desired outcomes. This will be recorded, and a date made for review of progress.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and, where relevant, with the pupil.

As a result of the review process we may decide to involve outside agencies for specialist support. The range of professional agencies that come into school can be found in the schools' SEND information report. The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

How will parents know how their child is doing?

Where appropriate, children on the SEND register will have an Individual Educational Plan (IEP) or management plan which will be reviewed and updated accordingly termly with the SENCOs and class teacher. During these meetings provisions will be evaluated and next steps highlighted. Copies of these will be sent home. Parents will also have the option to view this plan online via 'Provision Map' using their own personalised log in.

Additionally, parents are invited termly to attend Parents' Evening to review their child's progress with class teacher and in the summer term a report will be sent home.

In certain circumstances a home-school diary can be set up in order to communicate with school staff on a regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the relevant school office who will arrange this appointment for you. The contact numbers are **0121 705 0443** (Infants) / **0121 704 2714** (Juniors).

How will parents be helped to support their child's learning?

Parents are encouraged to view the schools' websites. This can be found <https://www.vmaspace.co.uk/stalphege/>

The class teacher and SENDCo will also suggest additional ways of supporting your child's learning.

The schools organise a number of parent workshops during the year*. These are advertised in the schools' newsletters and on our website and aim to provide useful opportunities for parents to learn more about how to support their child's learning.

**These will be conducted virtually until COVID-19 restrictions are lifted (in line with government guidance).*

If you have ideas on support that you would like to have access to, in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for children. This includes:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum. The schools use the Jigsaw programme, which encourages a Mindful approach to PSHE and the Taking Care Scheme. Jigsaw PSHE brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development. *'Protective Behaviours is a practical down to earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection.'* (Ann Seal, *Protective Behaviours*). Please visit our website or look at our RSHE policy to see the topics that are included within this area of the curriculum.
- A whole school approach to supporting children to self-regulate and develop their understanding of their own and others' emotions using the Zones of Regulation.
- Small group evidence-led interventions to support pupils' well-being which are delivered to targeted pupils and groups. These are provided for those children identified by staff and aim to support improved interaction skills, emotional resilience and well-being.

- Alternative small group opportunities for pupils who find less structured times beyond the classroom difficult. During such, action is taken to develop their social interaction skills.
- A Family Support Worker.
- A Play Therapist who supports pupils at the Infant School.
- An external counsellor at the Junior School.

What training do the staff supporting children and young people with SEND undertake?

The School Information Report lists the training that has been undertaken and the expertise within school to support children with SEND. This is reviewed and updated annually and can be found on the schools' website.

How will my child be included in activities outside the classroom including school trips?

- risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities
- the schools ensure they have sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity

How accessible is the school environment?

Our Accessibility Plan describes the actions the schools have taken to increase access to the environment and the curriculum, and detailed information is available via the schools' website.

How will the school prepare/support my child when moving classes or joining or transferring to a new school?

Please see the School Information Report on the schools' website for details of our transition arrangements.

On entry to St Alphege Schools the following procedures take place:

- an induction programme is delivered in the Summer term to support transfer for pupils starting each school in September - parents/carers are invited to a meeting at each school and are provided with a range of information to support them in enabling their child to settle into the school routine
- the SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges addressed prior to entry
- if pupils are transferring from another setting, the previous school/setting records will be requested immediately, and a meeting set up with parents to identify and reduce any concerns. The SENDCo will contact the setting where necessary to gain appropriate first-hand information about the child
- transition to Key Stage 3 (Secondary School) – children have planned visits and SENDCos communicate and share information as appropriate.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENDCo or Senior Leadership Team member
- during parents' evening appointments
- meetings with support and external agencies

Who can I contact for further information or if I have any concerns?

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

- your child's class teacher;
- the SENDCo;
- the Executive Headteacher
- the School Governor with responsibility for SEND. The current SEND governor is Carol Southworth and she can be contacted via the school offices on **0121 705 0443** (Infants) or **0121 704 2714** (Juniors) the school email at officeinf@stalphege.solihull.sch.uk/
officejun@stalphege.solihull.sch.uk

Support Services for parents of pupils with SEN include:

- Solihull Family Information Service provides a comprehensive data bank for support groups and activities for children with additional needs. This can be found at <https://socialsolihull.org.uk/localoffer/>
- Solihull SENDIAS (Special Educational Needs and Disability Information, Advice and Support Service) provides a free confidential and impartial service for children with SEND and their parents/carers.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, mediation may be sought from the regional mediation services. Information on this free service is located here <http://socialsolihull.org.uk/localoffer/education/what-to-do-if-things-go-wrong/>
- Parents and carers can also appeal to the Government's SEND tribunal if there is disagreement regarding the Local Authority's decision about their child's special educational needs. There is also the right of appeal to the tribunal if it is believed that there has been discrimination against their disabled child. Information on this process is available here <http://socialsolihull.org.uk/localoffer/education/what-to-do-if-things-go-wrong>

Information about the Local Authority's Local Offer can be found at: <http://socialsolihull.org.uk/localoffer>

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN support: Extra support given to ensure the effective progress of pupils with special educational needs

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENDCo: Special Educational Needs and Disabilities Coordinator (also written as SENDCO)

PPS: Parent Partnership Service