



St Crispin's School Policy

Special Educational Needs and Disability (SEND) Policy

This consists of the policy and 2 appendices

Version Number	Date Created	Changes or reason for Update	Date Approved
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Next Review of this Policy is due 07/2017



Purpose of this document

This document sets out how St Crispin's School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response cycle to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how St Crispin's School will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham Local Authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.



Background

The Children and Families Act 2014

The Children and Families Act is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25' (CoP). It is this guidance to which all local authorities, all publicly funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care (EHC) plan which will replace Statements of SEN. From September 2014 all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2017. The Act also introduces a single pre statutory stage called 'SEN Support' to replace 'School Action' and 'School Action Plus' and this is relevant at all age levels and educational settings.

What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At St Crispin's school we follow the advice of the CoP to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- Publish information on the school website about the implementation of the governing body's policy for pupils with SEND,
- Identify pupils with SEND, ensure parents/carers are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- Publish the SEND policy and the school's Local Offer (in conjunction with parents/carers, pupils and the Local Authority) on the school website and review regularly.
- Make available information on SEND funding and provision and monitor expenditure.
- Appoint a Special Educational Needs Coordinator (SENCO) and a governor with responsibility for Special Educational Needs and Disability,
- Maintain a current record of number of pupils with SEND,
- Ensure SEND provision is integrated into the school improvement plan.



- Monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place,
- Ensure all policies take SEND into account through the Equality Impact assessments,
- Keep under constant review the arrangements for pupils present and future with a disability



The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...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'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

The following information regarding meeting special educational needs in St Crispin's School is published on the school website

1. What needs can the school meet?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them



The Code of Practice defines special educational provision in paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the CoP uses four main categories of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Behavioural difficulties do not automatically lead to identification of a special educational need. At St Crispin's School we will ensure that we meet the needs of pupils through the provision we have available and the advice and support of other specialist professionals and practitioners and ensuring that we have the resources available.

2. How we identify pupils who are having difficulties with learning and/or special educational needs

It is the responsibility of St Crispin's to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and in our school we believe that all teachers are teachers of pupils who have special educational needs. All children and young people are entitled to an education that enables them to make progress so that they achieve their best; become confident individuals living fulfilling lives and; make a



successful transition into adulthood, whether into employment, further or higher education or training.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals

Code of Practice 6.38

For all pupils we gather information on entry via the following means:

- Year 6 to 7 Transition through information provided by Primary School
- On entry every parent is requested to fill in a short questionnaire to ensure we know about any SEND that has been previously identified.
- Year 7 Entry tests in English and Mathematics as well as the Cognitive Ability Tests are used to identify areas of difficulty in each subject. If appropriate this then leads to the NGRT group reading test to alert to any potential reading difficulties

Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response' and we ensure that:

- The class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENCO
- The analysis includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff
- Where behaviour is an area of concern we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences
- We plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- We provide support which may include differentiation, additional programmes, small group and/or individual support
- The class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group
- We review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carers
- Where progress is limited we take advice from external specialists /practitioners and discuss their input, advice and support with parents/carers and all staff involved



- Where assessment indicates that specialist services are required, we make referrals
- We draw up an SEND Support Plan. An example of an SEND Support Plan appears as Appendix 1
- Details of the current SENCO can be found in Appendix 2



3. Involving parents/carers in their child's education

Parents/carers are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. At St Crispin's school we demonstrate this by:

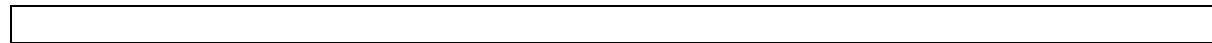
- Discussing any concerns we have with the pupil's parents/carers
- Listening, and hearing, what parents/carers say
- Identifying any outcomes to be achieved with parents/carers
- Sharing planned interventions with parents/carers
- Meeting with parents/carers to review their child's interventions and progress
- Being honest, open and transparent about what we can deliver
- Making sure parents/carers know who to contact if they have any concerns

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Code of Practice 6.48

Where children and young people are 'looked after' (CLA) by the local authority we have an additional role as we are all corporate parents/carers. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:

- Do not make assumptions based on a pupil's care status
- Monitor the progress of all our looked after children termly
- Have an up to date Personal Education Plan which is easily understood by everyone involved
- Ensure close working with the specialist services who support looked after children including the CLA nurse, social worker, Virtual Headteacher
- The Virtual Head, is a named ex-Deputy Headteacher who is employed by the Local Authority to monitor the CLA (Children who are looked after) their main role is to be an advocate for the children in care's education.
- Normalise life experience wherever possible
- Ensure our looked after children, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities
- Details of our CLA Champion can be found in Appendix 2



4. Arrangements for consulting children and young people with SEND and involving them in their education

The Children and Families Act is clear that:

- All children and young people need to be supported to develop aspirations for their future lives as active members of their community
- All children and young people have the right to have their voice heard
- Involving children and young people in discussions about their learning, progress and how provision is made

At St Crispin's School we consult pupils via our school council. In addition where pupils have special educational needs and/or disabilities we ensure that:

- Pupils are encouraged and supported to make their views known. Strategies we use may include written comments, talking to a preferred adult, friend or mentor, drawing etc.
- Any interventions or strategies will be explained and discussed with pupils
- All pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment
- Reviews of progress are 'person centred' i.e. they will have the pupil, their aspirations and needs at the centre of the review
- Reviews are always outcome focussed

5. How we assess and review progress

At St Crispin's School we provide information, assess and review pupils' progress in the following ways:

- Daily via SIMS INSIGHT which is an online portal allows parents/carers to monitor attendance, behaviour concerns and rewards
- Termly via grade report from each subject teacher, reports give specific information for pupils in Year 7, 8, 9 in each subject study. Each report shows: progress against end of year target grade, information about motivation, organisation, behaviour for learning and quality of homework and classwork. Finally each subject teacher will share any specific cause of concern if required.
- Termly via grade report from each subject teacher, reports give specific information for pupils in Years 10 and 11 in each subject study. Each report shows: GCSE (or equivalent) predictions against end of course target grade, information about motivation, organisation, behaviour for learning and quality of homework and classwork. Finally each subject teacher will share any specific cause of concern if required.



- Termly via grade report from each subject teacher, reports give specific information for pupils in Years 12 and 13 in each subject study. Each report shows: A-Level (or equivalent) predictions against end of course target grade, information about motivation, organisation, behaviour for learning and quality of homework and classwork. Finally each subject teacher will share any specific cause of concern if required.
- When needed the Parent Support Worker is available to communicate with parents/carers and liaise with staff.
- Each year the SENCO is available for subject parent evening appointments or is available for meetings and parents/carers are welcome to request a meeting with the SENCO according to need of individual pupils
- Each year there is a formal review for pupils with EHC plans.



6. Preparing for transition

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for adulthood and the outcomes which will support independence and choice making, involves the graded development of skills. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

In Year 9 , Year 11 and Year 13 we help to prepare all pupils for the next stage in their learning by providing an information evening for parents/carers, assemblies and option booklet for pupils. As well as participation in an annual Careers Fayre. Separate and bespoke advice is given with regards to future options for pupils with special educational needs and/or disabilities.

7. The approach to teaching children and young people with SEND and how adaptations are made to the curriculum and learning environment

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed on <http://info.wokingham.gov.uk/kb5/wokingham/info/home.page>

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, 'SEN Support: what Wokingham expects can be reasonably provided by education settings from the funding available to them' can be found on the Local Offer page.



8. The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured

We have access to training through Wokingham School Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology (EP) Service. We meet with our EP to plan our training needs on a termly basis. Through our school cluster group we can identify training needs and plan training in a cost effective way as well as using our cluster meetings as a professional forum to share expertise across schools.

SENCO

The role of our SENCO

The legislation requires that

- The SENCO must be a qualified teacher working at the school.
- Any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment
- The National Award must be a postgraduate course accredited by a recognised higher education provider.
- Schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our SENCO has responsibility in school for:

- With the Headteacher and governing body, determining the strategic development of SEND policy and provision in the school
- Day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Providing professional guidance to colleagues and working closely with staff, parents/carers and other agencies
- Being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a Child Looked After (CLA) has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents/carers of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services



- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

In order to carry out these duties effectively, as a school we ensure that the SENCO has sufficient time and resources to carry out these functions. This includes providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

9. Evaluating the effectiveness of our provision

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention we will measure its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

10. Inclusive practice

We ensure that all our pupils, but particularly those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

11. The social and emotional development of our pupils

We provide extra pastoral support for listening to the views of children and young people with SEND and measures to prevent bullying. This is managed by the SENCO and Teachers of TEAM (Together Everyone Achieves More); they support pupils with SEND to fully participate in St Crispin's pastoral systems including restorative justice practice.

Please refer to St Crispin's policy on Behaviour and Anti Bullying

12. Working with other professionals and practitioners



In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Code of Practice 6.47

At St Crispin's School we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this we

- Listen to parents/carers to ensure we know which services they use and are valued by them
- Ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- Use person centred approaches with all our pupils who have SEND to ensure that interventions are coordinated and so add extra value
- Value the contribution of all
- Engage with local authority services in a timely and professional way

13. Arrangements for handling complaints about SEND provision

We know that all parents/carers want the best for their child and we will always seek to resolve any concerns quickly. Where parents/carers have a concern about the provision being made initially they should contact the SENCO. If this does not resolve the situation please contact the Headteacher.

Please refer to St Crispin's Complaints Policy

14. When would school 'refer to the Local Authority'?

'Referring a child to the local authority' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. In the past any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the targets they needed to achieve and the resources which would be provided to help them achieve them. The Children and Families Act has replaced Statements of SEN for any new referrals from September 2014 with a new process called Education, Health and Care needs assessments. These needs assessments may result in an Education Health and Care Plan.



Education, Health and Care plans are required by those pupils/students:

- where the resources required to meet their special educational needs, cannot reasonably be provided from the resources normally available to mainstream providers and
- who have a significantly greater difficulty in learning than the majority of others of the same age

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

When they receive a referral all local authorities are expected to consider:

'-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'

Code of Practice (2014) 9.14

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- Used all the resources available within the last 12 months
- Made any appropriate health referrals
- Provided plans which are relevant to the presenting need with targets that are SMART (Specific, Measurable, Achievable, Realistic and Timely), reviewed and judge impact.
- Made provision which is appropriate to the child, young person and specific to them/ their needs, which is evidence based and cost effective
- Undertaken an assessment of unmet needs where appropriate
- Fully and appropriately involved parents/carers
- Involved relevant professionals/practitioners in the last 12 months
- Evidenced that their advice/strategies are being followed and evaluated





Special Educational Needs and Disability (SEND) Policy

Appendix 1 SEND Support Plan



SEND Support Plan

An SEND School Support plan is for a pupil whose special educational needs are recognised and for whom the financial resources can be met within the budgets available to schools

Name of Child/young person			
Address		[Child /young person's picture]	
Date of birth			
Language at home			
Child/ young person's parent/s or person responsible			
Address		Relationship to Child/young person	
Telephone		Mobile	
email			
Best time for contact		Best method of contact	

What the student's family think is important now and in the future

What others think is important for the student now and in the future - names

Why additional support is needed – strengths and difficulties
Summary

Cognition and Learning
Communication and Interaction
Social, Emotional and Mental Health
Sensory and/or Physical

Key people involved within school	
Support Assistant	
Class Teacher	
SENCO	
Head Teacher	

The person responsible in school for monitoring this provision	
Learning on a daily basis	
Responsible for support and additional provision	

The outcomes we want to see this year

	What we want to achieve and what success will look like?	What approaches will be used	Provision In order to achieve this NAME will need...
1			
2			
3			
4			

One page profile

When this Agreement will be reviewed

Student's Name and Class
SEND status and/or formal diagnosis

St. Crispin's
 Excellence for all



This is what people like about me:

This is what is important to me:

This is what I find difficult:

This is how to support me:

For more information speak to:

Agreement	Signature	Date
Child/Young person		
Parent(s) / Carer(s)		
School		



Special Educational Needs and Disability (SEND) Policy

Appendix 2 Key Personnel within St Crispin's



SENCO

The SENCO till June 2015 is: Margaret Sampson, SENCO and permanent Associate Member of the Senior Leadership Team.

The SENCO from Sept 2015 is: Rebekah Brumby, SENCO and permanent Associate Member of the Senior Leadership Team.

CLA Champion

The CLA champion is Railton Blyth, Assistant Headteacher

SEND Governor

The SEND Governor is Anne Haycocks

Key Personnel can be contacted via the School Reception.