****St** Andrew’s School

A school with Quaker values

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**The St Andrew’s School Trust is a Registered Charity No. 1129232**

Special Educational Needs and Disability (SEND)

Policy

Last reviewed date: 10th January 2023

Adopted by Trustees date: 23rd January 2023

Next review date: Spring 2024

**Introduction**

This policy was written in accordance with the Children and Families Act 2014 and relates to students with special educational needs and disabled students. The policy refers to the Children and Families Act 2014 and associated regulations. The associated regulations are:

* The Special Educational Needs and Disability Regulations 2014
* The Special Educational Needs (Personal Budgets) Regulations 2014

The Order setting out transitional and saving provisions

* Special Educational Needs and Disability (SEND) Code of Practice (2015)
* Equality Act 2010: advice for schools Department of Education (DfE) May 2014

A student has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

• A significantly greater difficulty in learning than the majority of others of the same age, or

• A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

**Aims of the SEND Policy**

Our school currently provides provision for students with Autistic Spectrum Disorder (ASD) catering for students with social and communication difficulties and disorders. In addition, some of our students may have additional needs such as ADHD, Dyslexia, PDA, Dyscalculia, Dyspraxia, Scoliosis, Epilepsy, Diabetes, mental health needs, hypermobility, Asthma, Colitis and nut allergies. All have an Education, Health and Care Plan (EHCP).

St Andrew’s School is committed to:

* providing a secure, enjoyable and stimulating learning environment which will enable our students to realise their potential as individuals in society
* providing equal access to a broad and balanced curriculum which:
* meets statutory requirements
* reflects the cultural diversity of society
* meets the needs of individual students
* develops skills for independence enabling students to play an active role in society

 maintaining contact with home, keeping a dialogue going with parents/carers

* ensuring that practice reflects policies and the school’s aims and ethos
* ensuring that students receive the provision set out in their Education, Health and Care Plan (EHCP)
* identifying students’ changing needs
* responding to these changes so that students may develop further
* providing professional development for staff that increases their knowledge, and that this knowledge is embedded in any teaching
* ensuring that all students have equal access to the curriculum and are included in all aspects of school life.
* ensuring knowledge of the student and their individual needs refer to their EHCP and Individual Educational Plan (IEP) as appropriate.

**Objectives**

The aims of this policy will be achieved by:

* providing staff with up to date and relevant information on students’ needs
* providing all staff with regular opportunities to discuss student’s needs in Key Stage meetings and staff meetings
* providing staff with professional development that is appropriate to the school and the individual member of staff
* providing a structure within which information on students can be collected, processed systematically and provided to all staff via the staff login to the school server

**Roles and Responsibilities**

The Headteacher with the Senior Management Team are responsible for the day-to-day operation of the SEND provision. Their key responsibilities are:

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching

* Advise on the graduated approach to providing SEN support
* Contribute to the in-service training of staff
* Be the point of contact for external agencies, especially the local authority and its support services
* Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
* Ensure the school keeps the records of all students with SEN up to date

The role of the teacher/class leader is to

* have knowledge of the student and their individual needs and refer to their EHCP and Individual Educational Plan (IEP) as appropriate.
* plan and write IEPs to ensure progression is achievable.
* use differentiation with a range of strategies and approaches to maximize progression for all students.
* advise on the deployment of the budget and other resources to meet students’ needs effectively.
* contribute to the annual reviews of students by providing information needed. Liaise with outside agencies and parents/carers.
* ensure that the views of the student are listened to when planning provision to meet their needs.

**Statements of Special Educational Needs and Education, Health and Care Plans**

All students who attend St Andrew’s School have an EHCP which identifies the school as the most appropriate provision. The EHCP identifies the student’s primary and additional needs; these needs are reviewed annually, or at any interim review meeting. All staff who are concerned with the student in question will have an opportunity to provide input for a full overview of progress made or barriers to learning.

Early Help Assessment and Plan (EHAP) meetings are support plans that are put together by the team around the family according to the Norfolk threshold guidance.

**Inclusion and Equality**

We accept that all students have different educational, physical, social, emotional, and medical needs and have different aspirations.

We also accept that they may require different approaches to learning and learn at different rates, requiring a range of different teaching strategies. All students have full access to all aspects of the school curriculum and curriculum enrichment activities.

**Consulting and involving students and parents/carers**

The school is committed to working in partnership with parents to support pupils with special educational needs and recognises that parents hold key information, knowledge, and experience to contribute to the shared view of the child's needs and the best ways of supporting them.

On receiving a referral, the Headteacher will arrange for the parents/carers to visit the school (see admissions policy). If the school can meet the child’s needs a further visit is arranged for them to attend a taster session.

A school placement is usually dependent on an Education Health Care Plan (EHCP) Review, which will help determine the suitability of the school to meet the needs of the student.

Students are invited to contribute to their IEP (Individual Education Plan) and to attend their annual EHCP review. Parents/carers are given a copy of the IEP and a positive behaviour plan (if needed).

If an outside agency is needed eg: Occupational Therapy assessment agreement is sought from parents/carers in the first instance. Information and feedback resulting from a referral to an outside agency is shared with parents/carers. Parents/carers and students are invited to annual reviews. The school has a home/school agreement to be signed by all parties and a home/schoolbook or email is used daily for communication. Students attend ‘pupil voice’ where every student has a chance to express their opinion. St Andrew’s has an open-door policy where parents/carers can contact the school at any time.

**External Support**

There is an established network of support agencies and referral procedures are established with the following:-

Norfolk County Council

Specialist Sensory Integration Therapists (SENSi),

Occupational Therapy

Speech and Language Therapists

Educational Psychologists

Mental Health Services (CAMHS)

Clinical Psychologists

Social Care

Health (including immunisations)

Early Help Teams

Dyslexia outreach

Specialist services ie paediatricians, ADHD nurses etc.

**Related School Policies**

The following school policies are available:

Health and Safety Policy

Curriculum Policy

Behaviour Policy

Safeguarding Policy

Teaching and Learning Policy

Complaints Policy