ST NICHOLAS
C OF E PRIMARY SCHOOL
KENILWORTH

Special Educational Needs and Disability (SEND)

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School Vision

Here at St Nicholas Church of England School everyone is loved. This enables the members of our school community to aim high, be courageous and show love and kindness.

This will be achieved by:

- **Ensuring rapid progress** from the children's starting points, leading to high attainment. We will ensure that our children are challenged and encouraged at all times to achieve their very best.
- **Nurturing the children** for them to become well-rounded, resilient and self- assured by placing our Christian values at the heart of everything that we do, instilling in them a strong set of morals.
- **Investing in our staff** - our highly motivated and creative teachers begin to undertake their own research, leading to practice which is tailored to the children's needs, in order to develop a deep sense of job satisfaction.
- **Delivery of a broad, balanced and engaging curriculum** that develops children's curiosity, builds on strengths and instills a lifelong love of learning.
- **Community engagement** we work in a strong and effective partnership with parents and the wider community, building on our history and continually looking forward to the future. We are increasingly involved in community events where local residents and the school work closely together on a wide range of activities.
- **Aim high, be courageous and show love and kindness.**

Our aim for SEN pupils is to be able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community. This will be achieved by;

- Meeting the needs of all learners through ‘Adaptive Teaching’ and removing the barriers to their learning.
- Being taught in an inclusive environment, where possible, alongside their peers to reach their full potential.
- Identifying and assessing pupils with SEND as early as possible using the revised Code of Practice (2015).
- Using Assess, Plan, Do, Review (ADPR), pupils have support to meet their needs.
- Where needed, external support is used for a multi-disciplinary approach.

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SEN Vision

At St Nicholas C of E School we have a vision that all children should have; 'Adaptive Teaching, Quality First Care'. We use this vision so that we can meet the needs all of all learners so that all pupils will flourish and achieve their potential in our care.

The SEND policy pervades all curriculum policies in the school and should be read in conjunction with the Child Protection and Safeguarding, Accessibility, Behaviour and Relationships, Equal Opportunities and policies relating to medical need and conditions.

Roles and Responsibilities

All staff at St Nicholas work towards the vision of all children having ; Adaptive Teaching, Quality First Care' and to remove barriers to learning for all pupils.

Headteacher

- To work with SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in school.
- To review the quality of teaching for all pupils, including those at risk of underachievement.
- To allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, SENDCo, support services, parents and pupils.
- To report to Governors on the needs and progress of pupils with SEND.
- To have overall responsibility for ensuring the needs of children with SEND are met within the school.

SENDCo

At St Nicholas CE, there is a designated SENCo, currently this responsibility sits with Laura Dargie. The SENCo has three key strands to their work;

Strategic Development

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school. The SENCo, head teacher and governing body will ensure the consistent high-quality provision of SEND and monitor progress to ensure that all children achieve their full potential.

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Day to day operational aspects

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

Professional guidance

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching. The SENCo can play an important role in advising and contributing to the broader support engaged by schools and the professional development of other teachers and staff.

The key responsibilities of the SENCO includes:

• overseeing the day-to-day operation of the school's SEND policy
• coordinating provision for children with 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 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 are informed about options and a smooth transition is planned
• working with the head teacher 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

Role of the Governing Body

The governing body will report to parents annually on the school's policy on SEND.
The success of the policy will be measured by:

- The awareness of the teaching and non-teaching staff about pupils who have special educational needs and disabilities. The SENDCo supports teachers involved in drawing up IPPs for SEND children
- The effective use of differentiated work to enable pupils with SEND to access the curriculum, including effective in-class support from the teaching assistants
- Pupils achieving IPP targets and making progress in subject assessments
- The participation of pupils and parents in monitoring progress and planning for the future
- Pupils being prepared for secondary school education
- The quality of SEND provision is continually monitored. Outcomes for individuals monitored by progress not just academic results. The SENDCo is responsible for monitoring

- The SENDCo and headteacher hold regular meetings to review the work of the school in the area of special needs
- The SENDCo and the named governor with responsibility for special needs and disabilities hold termly meetings
- The governing body reviews this policy annually and considers any amendments in the light of the review

The Four Areas of Need

According to the SEN Code of Practice (2015) there are four areas of need;

- *Social, Emotional and Mental Health (SEMH)*
- *Cognition and Learning (C and L)*
- *Communication and Interaction (C and I)*
- *Sensory and Physical Need*

These four areas of need can be further described to highlight the specific difficulty that a learner faces. It is not uncommon for a child with SEN to have more than one area of need.

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Four Areas of Need

Social, Emotional and Mental Health (SEMH)

SEMH is a term to identify the learners that are having difficulty regulating and/or managing their emotions and behaviour. Specific difficulties include;

Depression
Attention deficit disorder (ADD)
Attention deficit hyperactivity disorder (ADHD)
Anxiety
Attachment
Trauma

Cognition and Learning

Cognition is the process of acquiring and understanding knowledge by thoughts, experiences and senses. Learning involves acquiring knowledge and skills though study or being taught. Difficulties cover a wide range of need;

Specific learning difficulty (SPLD) e.g. Dyslexia
Moderate learning difficulty (MLD)
Severe learning difficulty (SLD)
Profound and multiple learning difficulty (PMLD)

Communication and Interaction

Learners have difficulty communicating with others, understanding what has been said or use social rules of communication. They may also have particular difficulties with social interaction with their peers, adults or both. Specific difficulties include;

Speech, Language and Communication Needs (SLCN)
Autistic Spectrum Disorder (ASD)

Sensory and or Physical Need

Some learners have a physical disability that requires adaptation of educational facilities or resources. They may require specialist support or equipment to access their learning. Difficulties have a wide range of need;

Visual impairment (VI)
Hearing impairment (HI)
Multi-Sensory impairment (MSI)
Physical disability (PD)

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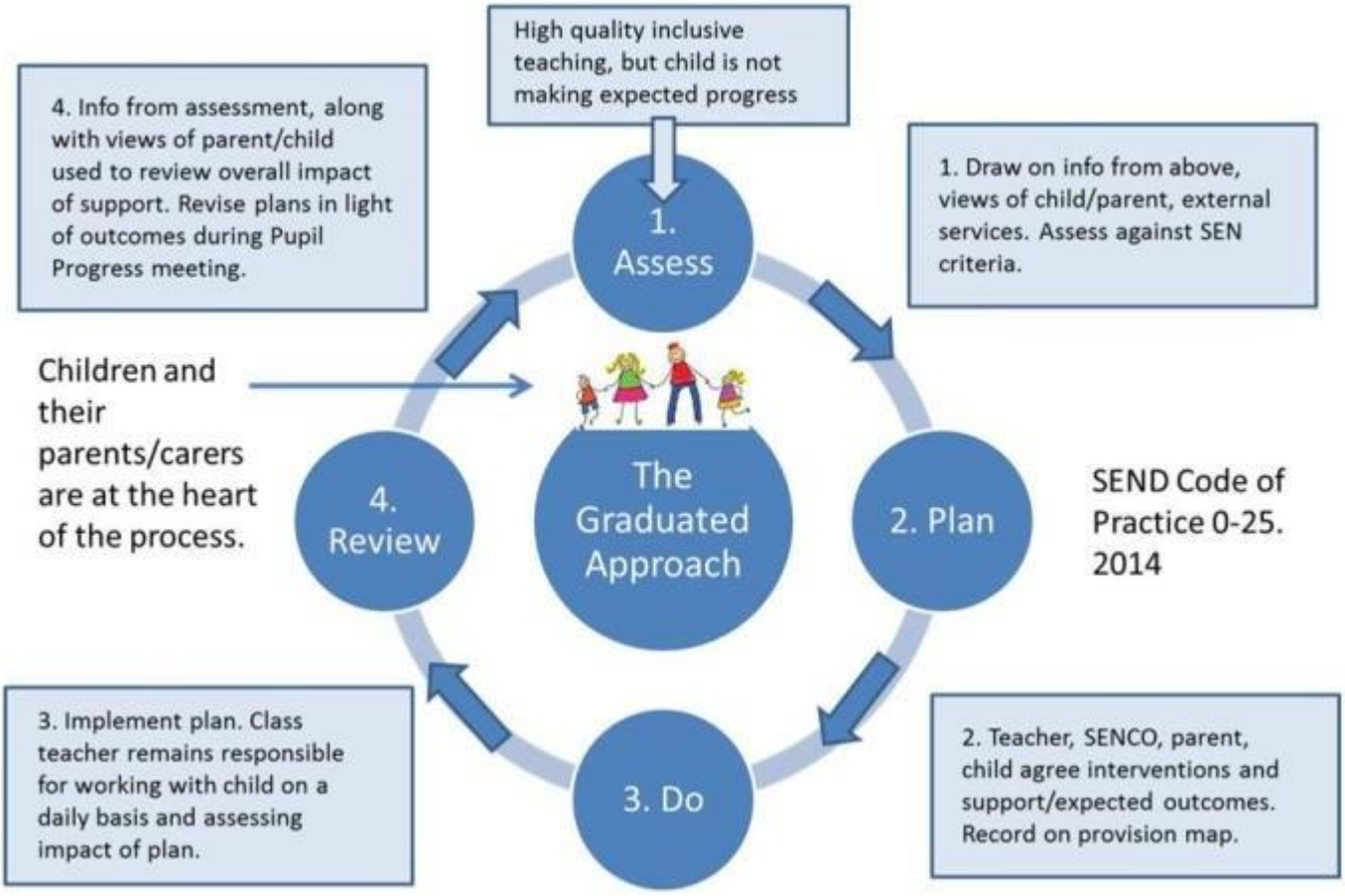
Provision

St Nicholas organises its support for special educational needs in the form of a four-part cycle (the graduated approach). This makes sure that there is a clear process to follow in responding to your child's needs and overcoming the barriers to their learning:



Assess- Accurate identification of the nature of individual need(s)

We will base this identification of your child's special educational need on a range of up-to-date information to ensure it is accurate. We draw information from your child's teacher assessment of their learning and their experience and understanding of the barriers to your child's learning; we consider your child's previous progress and attainment and their individual development in comparison to their peers and national data. We will always take into account your views as parent /carer, your child's opinion and, where relevant, advice from external specialist services. Where professionals from outside of St Nicholas are already working with your child, then it will help us if you make us aware of their involvement, we can then agree through discussion with you whether we will contact them to liaise about how best to plan.

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Planning

Although we will have discussed your child's progress with you, we always undertake to meet with you if it is decided to provide your child with SEND support. We will consult with you and your child to agree the adjustments, interventions and support to be put in place. An important part of this agreement is the positive difference we expect the arrangements will make on your child's progress, development and/or behaviour, as well as making a date for review. The support and intervention provided will be planned with a clear aim of meeting your child's intended outcomes, the goals will be based on evidence of your child's current knowledge and skills.

We record accurate information outlining the support to overcome special educational needs that is provided over time, and we will make sure that all the teachers and staff who work with your child are aware of the arrangements.

To support your child's needs and the planned support for them to overcome barriers to their learning, we will ask you to be actively involved to reinforce or contribute to progress at home.

Do- Intervention

Your child's class teacher is responsible for your child's achievement. This means that they will make sure the agreed support and/or arrangements are in place helping your child to overcome the identified barriers to learning. It may involve them working with learning support assistants or visiting specialist staff set out as part of the support agreed. Your child's class teacher will identify how additional support can be linked to classroom teaching to ensure the learning can be reinforced where it is appropriate.

Review

Your child's class teacher will review the effectiveness of the support and interventions planned based on their progress towards the outcomes which have been agreed. This is an additional part of our standard process to regularly review every child's learning and development during the school year. You may have informal and on-going conversations but there will always be a formal review process as part of the four stages of support.

The timeline for this will be set at the planning stage for their support, we will invite you to meet formally three times during the school year to keep you informed about the impact of these arrangements. You are welcome to request additional meetings, or have discussions with your child's class teacher, if you feel that your child's progress needs to be considered sooner than the agreed meeting date.

This evaluation of your child's progress and development will be informed by the goals which have been previously agreed as outcomes. You and your child, where appropriate, will have the chance to share your views about your experience of the support and the outcomes to this point, as part of this process.

We will make sure that you have clear information about the impact of the support and interventions provided which will also make sure that you can contribute to planning next steps if your child requires further support. We will repeat this four-stage cycle to ensure children make good progress.

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Provision Maps and IEP's

At St Nicholas we use online provision map program that supports all staff to create provision maps and write pupil's IEP's.

IEPs are written termly pupils who have been identified with SEN. These are shared then with parents and children. IEP targets must be SMART- specific, measurable, accepted, realistic and time specific. They should build upon success and ensure progress can be seen from the individual pupils starting point.

The SENco and SLT will monitor interventions to ensure they are appropriate and to make sure that they facilitate the progress of pupils.

Additional SEND Support

The triggers for intervention through additional SEND support could come from the teacher or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are targeted for ''Quality First Teaching, Quality First Care'.
- Continues to make little or no progress in specific areas over a long period.
- Continues working to below the expected standard of a pupil of a similar age.
- Continues to have difficulty in developing English and Maths skills.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour contract.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

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Involving external specialists to add to provision at St Nicholas C of E Primary School for Special Educational Needs

We work with a range of external professionals, where appropriate, to ensure that every child experiences the highest quality of teaching and support for their personal development, based on our staff knowledge and skills as well as teaching approaches and resources.

We constantly review and refresh the external specialists with whom we work, based on the impact their commissioned work has on our pupil outcomes. Some of the external specialists typically providing support for professional development and supporting the needs of individuals and groups of children include:

- Speech and Language- NHS and Pepper Therapy
- Educational Psychology service
- School Nurse
- SEND Supported- Cognition and learning/ SEMH
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Integrated Primary Mental Health Service
- Social Care
- Safeguarding Children Board
- Attendance service.

If our close examination of your child's progress reveals that they have made little progress over time, or they continue to work substantially below what is expected for children of their age, then we will consider involving specialist support. This will enable us to plan more detailed approaches. We will always discuss this with you in advance, and we will record the involvement of any additional external/specialist support in the same way as we detail school-based support through the four stages. St Nicholas SENCo will advise you at this stage about the options before finally deciding the next steps. See Warwickshire Local Offer for the Local Authority specialist support which may be available to support your child, depending on the nature and extent of their special educational need.

In some cases, we may talk with you about the option of considering a request for an Education, Health and Care assessment. This will only be when your child continues not to make progress despite planned support and clear information about your child's special educational needs from review meetings.

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Requesting an Education, Health and Care Plan (EHC)

You have the right to request an Education, Health and Care assessment at any stage if you feel that your child's special educational needs cannot be met over time even if we continue to take relevant and purposeful action as outlined above in the four-stage process.

For more information regarding and Education Health and Care Plan please visit the Warwickshire Local Offer page; https://www.warwickshire.gov.uk/requestehcassessment

Complaints

Please see the school complaints policy for details of the school complaints procedure.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SENDCOs) and the SEND information report