

SEND policy and information report

Saint Sebastian's C of E Primary School and Nursery



“A school family where we help each other to flourish”

Approved by:

Curriculum and
Assessment Committee

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The Keys Academy Trust

This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach in line with the Trust's vision and values for all pupils with SEND.

Vision:

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

In St. Sebastian's CE Primary school and Nursery, we strive to fully integrate your child into the life of the school. We recognise the strengths of every child as an individual and endeavour they contribute to the social and cultural activities in school.

Aims:

- To ensure each child reaches his/her full learning potential.
- To ensure that despite physical, emotional, behavioural or learning difficulties, each child may have a happy and stimulating environment in which to work.

2. 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has 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 the 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Brigid Cook

Email: bcook@st-sebastians.wokingham.sch.uk

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND governor is Vicky Wilkins

Email: Vicky.Wilkins@st-sebastians.wokingham.sch.uk

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy
- ›

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We help to prepare all pupils for the next stage in their learning by:

- Completing planned transition activities with the next class teacher
- Regular opportunities to see their new classroom environment and class teacher
- Circle time and PSHE activities linked to moving to a new class.
- In Year Six, PSHE and Circle time activities are completed to support the pupils move into secondary school.
- Vulnerable transfer programmes, including extra visits are arranged for pupils with SEND.
- In preparation for joining the next stage within school, e.g. class or key stage, we pass on information to the new teacher in advance and all SEND provision plans and SEND programmes are shared.
- When needed, transition programmes are devised. Photos of key adults and places are provided and the new teacher will visit the pupil in their class. Parents are introduced to new teacher/ TAs if appropriate.

In preparation for joining St. Sebastian's, we help to prepare all pupils for the next stage in their learning by:

- Liaising with and visiting their pre-school or setting

- › Planning transition programmes including additional visits for the family
- › Providing booklets with Key Stage information and/or photos
- › Meeting with families and specialist services involved with them
- › SENDco and/or Headteacher to attend TAFs, reviews etc.

In preparation for Secondary School, the SENDco/Year 6 teacher will organise and support any pupils requiring additional visits.

- › Vulnerable transition days are organised with Secondary settings
- › Secondary school staff visit pupils and staff at St. Sebastian's Primary School and Nursery
- › Where necessary, our school SENDco liaises with the secondary school to pass on information

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEND. This will be scaffolded for individual pupils.

Where appropriate we will also provide the following interventions:

Intervention programmes offered are organised and delivered according to the needs of the children. We offer a variety of programmes, which can be within small groups or one-to-one tuition.

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Read Write Inc Literacy and phonics programme		<input checked="" type="checkbox"/>
Read write Inc 1:1 tuition	<input checked="" type="checkbox"/>	
Dancing Bears Reading programme	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reading and spelling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Precision Teaching	<input checked="" type="checkbox"/>	
Big Maths / maths interventions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Speechlink SALT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SALT programme	<input checked="" type="checkbox"/>	
OT programmes	<input checked="" type="checkbox"/>	
Social Skills groups (Social and emotional)		<input checked="" type="checkbox"/>
Nurture Group (Emotional)		<input checked="" type="checkbox"/>
ABC reading	<input checked="" type="checkbox"/>	
Handwriting rescue intervention	<input checked="" type="checkbox"/>	
Language support / Following Instructions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Colourful Semantics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Language – pre-teaching of vocabulary / glossary books	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We work with the following agencies to provide support for pupils with SEND:

- School Nurse
- Educational Psychology Service
- Education Welfare Officer
- Learning Support Service
- Occupational Therapist
- Physiotherapists
- CAMHS
- Speech and Language Therapist
- ASSIST-Autism Outreach Service
- Educational Psychology Service
- Sensory Consortium for pupils with visual or hearing needs
- Behaviour Support -Foundry College
- Parenting Team / Family Intervention Team
- Addington Outreach
- Virtual Headteacher for Looked After Teacher

Referrals to these support services are subject to their own guidelines and time frames.

5.9 Expertise and training of staff

Our SENCO has 16 years experience in this role and has worked as a primary teacher since September 1999. Our SENDCO has a Masters in Inclusive Education (University of Reading) and keeps up to date with current practices as outline in the SEND code of practice.

They are allocated two afternoons per week to manage SEND provision.

We have a team of teaching assistants who are trained to deliver SEND provision.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires

- › Monitoring by the SENCO
- › Using individual provision plans (IPPs / IEPs) to measure progress
- › Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to participate in all activities, for example; our residential trip(s), sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

We ensure that all our pupils, but particularly those with SEND are fully included in the activities available, accepting that will mean that additional arrangements to allow them to take part in activities. Children with SEND are involved in our school clubs and reasonable adjustments are made to ensure all pupils who want to, can participate.

All children at St. Sebastian's Primary School and Nursery have equal access to out of school educational activities and trips. Additional access arrangements for out of school activities are planned for should the need arise. This may include extra adult support and is achieved through discussions with the parents. The needs of all children are taken into account when teachers complete their 'risk assessment' form for any out of school activity (Risk assessments undertaken are in line with Local Authority guidelines)

Our school's accessibility plan is available on our website.

<https://www.stsebastians.wokingham.sch.uk/page/?title=SEND&pid=46>

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development. We have a zero tolerance approach to bullying.

5.13 Working with other agencies

At Saint Sebastian's C of E Primary School, we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions. In order to do this, we:

- › ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- › use person centered 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

The school is able to access additional services if this need is identified. Services are limited and access is based on specific need. Referrals to these support services are subject to their own guidelines and time frames.

These include:

- › School Nurse
- › Educational Psychology Service

- › Education Welfare Officer
- › Learning Support Service
- › Occupational Therapist (If children have an EHCP)
- › Physiotherapists
- › CAMHS
- › Speech and Language Therapist
- › ASSIST-Autism Outreach Service
- › Sensory Consortium for pupils with visual or hearing needs
- › Behaviour Support
- › Parenting Team / Family Intervention Team
- › Addington Outreach
- › Virtual Headteacher for Looked After Teacher

Available for both parents and professionals to access information:

Children and Young People's Integrated Therapies (CYPIT) Toolkits

In addition, we meet with outside professionals e.g. Educational Psychology Service EPS, Learning Support Service LSS and Speech and Language Therapy Service (SALTs) at School Case Planning Meetings termly to review the needs of individual pupils and decide their next steps, to plan for staff training and effectively tailor our provision.

Our school has a Designated Safeguarding Leader and Deputy Designated Safeguarding Leader who liaise with social care when necessary via the Referral and Assessment team.

We also have a safeguarding governor who ensures that school policy is being followed appropriately.

We have a robust safeguarding training, policy and framework to ensure all staff know the procedures to follow in the event of a social care concern.

School will contact the Referral and Assessment team immediately with any concerns and where appropriate liaise with parents prior to contacting the social care team.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher / SENDCO / Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEND

The Local Authority have services that parents can contact: The Special Educational Needs Service have a dedicated SEN Team. sen@wokingham.gov.uk

The Children with Additional needs (CAN) Network provides information, advice and support for children and young people with additional needs and their families: can.network@wokingham.gov.uk

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS). They provide confidential, impartial advice and guidance to parents of children with additional needs. 0118 908 8233 sendiass@wokingham.gov.uk

The LA Local Offer The Children and Families Act 2014 came into force on 1st September 2014. From this date, Local Authorities and schools have been required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25.

This is the Wokingham LA 'Local Offer' <https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

5.16 Contact details for raising concerns

If parent's have any concerns regarding their child's learning, please contact:

The Class Teacher, SENDCO, Headteacher or SEND Governors

School's complaint procedure/policy available from the school website

5.17 The local authority local offer

Our contribution to the local offer is:

[St. Sebastian's Church of England Primary School and Nursery - SEND \(st-sebastians.wokingham.sch.uk\)](http://st-sebastians.wokingham.sch.uk)

Our local authority's local offer is published here: [Local Offer for 0 - 25 year olds with additional needs - Wokingham Borough Council](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Brigid Cook SENDCO **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following policies:

- Accessibility Plan and Policy
- Anti-Bullying
- Behaviour
- Safeguarding
- SEND Local Offer