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Saint Pierre School,

16 Leigh Road, Leigh-on-Sea, Essex SS9 1LE

## Saint Pierre School – Special Educational Needs and Disability (SEND) Policy

Policy Owner (Position)	Last Updated By (Name)	Date of Last Review	Date Next Review Due
SENCo	Molly Singleton	19 <sup>th</sup> August 2024	19 <sup>th</sup> August 2025
<b>Read in Conjunction with:</b>  Promoting Positive Behaviour Policy.			

Note: New SENCO appointed for Sept 2023

### **COMMITMENT TO SAFEGUARDING**

Saint Pierre School is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It operates a safe recruiting and selection policy and procedures and has in place a child safeguarding policy, which can be viewed on the school's website at [www.saintpiereschool.net](http://www.saintpiereschool.net).

The aims of these policies and procedures are to provide a safe environment for the children which is conducive to learning and to identify children who are suffering or likely to suffer significant harm, and taking appropriate action, if required, to keep them safe both in school and at home. Specifically, the policies' objectives are to prevent unsuitable people working with the children; promote safe practice (and challenge poor and unsafe practice); identify instances in which there are grounds for concern about a child's welfare, taking appropriate action to keep them safe; contribute to effective partnership working between all those involved with providing services for the children.

The designated Safeguarding lead is Mrs. Gemma Hoffman, deputy DSLs are The Headmaster, Mr. Lane, and the Head of Nursery Miss Partner. These are the people designated to take lead responsibility for dealing with child safeguarding issues and liaising with other agencies where necessary. Any questions or concerns should, in the first instance, be addressed to either of them.

Staff should refer to the safeguarding policy.

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Definitions of special educational needs and disability (SEND) taken from the Special educational needs and disability code of practice: 0 to 25 years (updated April 2020).

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

For children aged two or more, special education provision is educational or training provision that is additional to or different from that made generally for other children or

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young people of the same age by mainstream schools, maintained nursery schools, 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.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

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

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Southend that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **Mission statement**

Being the best we can be together!

At Saint Pierre School we are proud to provide a safe, stimulating, enjoyable and inclusive learning environment where every member of our community is valued and respected.

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Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

This policy should be read in conjunction with our behaviour management policy, Equal Opportunities, Safeguarding, Complaints Policy, Whistle blowing Policy and Admissions Policy.

This policy is written in line with the requirements of the

- Working together to safeguard children (Dec 2023)
- Reasonable adjustments for disabled pupils (2012)
- Supporting children at school with medical conditions (2014)
- Children and Families Act 2014
- SEND Code of Practice 2015 (updated 2020)
- Equality Act 2010

## **Aims and objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice.

### **Objectives**

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- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and previous settings/schools prior to the child's entry into the Saint Pierre;
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential;
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum and any additional elements. This will be co-ordinated by the SENCO and the Headmaster and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for;
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress;
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Schools and Families Specialist Service (SSFS), Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS etc.;
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as School Council, residential visits, school plays, sports teams, presentations, choir etc.

### **Responsibility for the coordination of SEND provision**

The person responsible for overseeing the provision for children with SEND is Mr. P. Lane (Headmaster).

The person co-ordinating the day-to-day provision of education for pupils with SEND is the SENCO.

Other designated staff will also support children who need extra support and also regularly liaises with the SENCO.

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### **Arrangements for co-ordinating SEND provision**

The SENCO will maintain details of all SEND records for individual pupils using a dropbox system accessible only to SLT members.

The SENCO will ensure staff have SEND information as needed. This is often done using pupil 'passports'.

Staff have access to

- Saint Pierre School's SEND policy;
- A copy of the full SEND Register;
- A copy of the monitoring support register
- Guidance on the identification of SEND in the Code of Practice;

This policy is made accessible to all staff and parents on our website ([www.saintpierreschool.com](http://www.saintpierreschool.com)) in order to aid the effective co-ordination of the school's SEND provision. Parents are reminded of the existence of this and our other key policies at the start of each term. Hard copies of all policies are available on request.

### **Admission arrangements**

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

Children will not be regarded as having a learning difficulty solely because their language at home is different from what they are being taught. They will be closely monitored in class to see if their language affects their learning and development and to ensure that they are able to access all areas of the curriculum.

### **Specialist SEND provision**

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We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

### **Facilities for pupils with SEND**

The school complies with all relevant accessibility requirements, please see the school Accessibility Plan for more details. This includes the recent addition of a specialist SEND room.

### **Allocation of resources for pupils with SEND**

Saint Pierre School will do all it can to make extra funding available to ensure that all individual's needs are met where possible. However, the costs of extra support of outside agencies and specialists will usually be passed on to parents.

Similarly, if extra one to one support is required beyond the realms of our usual Teaching Assistant support then this cost will also be met by the parents. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

### **Quality First Teaching**

Saint Pierre School acknowledges that the needs of children are mostly met by teachers who have a good comprehension of the needs of each individual child. Teachers cater for the needs of children through well thought out and planned differentiation in the delivery of the curriculum, supported by Teaching Assistants.

Planning is modified to meet the needs of individual children. The learning environment is adapted to scaffold individual children and extra support is given or carefully chosen resources are provided. The children are regularly observed to monitor their progress.

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### **Identification of pupils needs**

At Saint Pierre School we adopt a graduated approach:-

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as needing additional support they will be closely monitored by staff in order to gauge their level of learning and possible difficulties, recorded by the school as, Under Observation due to concern from a teacher or parent. This concern will be added to the Monitoring support /SEND register if appropriate.
- c) The child's class teacher will take steps to provide adapted teaching and scaffolded learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) Any concerns will be discussed with parents informally at any time or during parents' evenings.
- i) Parents' evenings are used to monitor and assess the progress being made by children.

### **SEND Provision**

Any child receiving help through SEND support is recorded as having SEND specialist provision on the school's SEND register. This contains precise information on the child's entrance and exit dates on and off the register.



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Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The school has 3 levels of support; quality first, targeted and specialist provision. The support provided consists of a four- part process:

1. Assess
2. Plan
3. Do
4. Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the Form Teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. During this stage we look at the areas of concern, the child's strengths and areas of development. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

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### **Strengths**

At Saint Pierre we feel it is important to acknowledge a child's strengths and that the child themselves and the parents are aware of these even if extra support is needed in other areas. Increasing the child's confidence and knowing their abilities can have a positive impact on their self-esteem and view of education which in turn may have a positive impact on other areas of education they may be having difficulties with.

### **Areas of development**

This section can be filled in with the child and is used with the child being the focus and being an independent thinker. If the child can explain the areas they feel they need to work on and are most important to them to develop that will help them have ownership of their learning and feel that the targets set to them are something they have had an input with.

### **Main targets**

The main targets section is to help to identify the areas which will be worked on and that can be SMART targets (specific, measurable, attainable, relevant and timely). At Saint Pierre ISPs and targets are reviewed half termly and edited accordingly. The main targets may not be changed from one half term to another but they may be edited where needed. SMART targets ensure children know what they are working towards and they are not unrealistic goals or expectations.

### **Plan**

Teaching strategies will involve planning and consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

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All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The Form Teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Saint Pierre School recognises that some pupils might need a short term intervention – e.g. – to improve spelling over a 6 week period. In these circumstances the pupil will be recorded on the SEND register as requiring targeted support, parents will be informed but no ISP will be written.

One to one interventions may include precision teaching and support programmes which will be carried out in short sessions across the week.

### **Review**

Reviews of a child's progress towards planned outcomes will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The Form Teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **Referral for an Education, Health and Care Plan**

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If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents;
- Teachers;
- SENCO;
- Social Care;
- Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer and/or by contacting Parent Partnership Service.

### **Education, Health and Care Plans (EHC Plan)**

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

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- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

a) Following a successful Statutory Assessment, an EHC Plan will be provided by Southend Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Please note an EHC assessment may not always lead to an EHCP.

b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Conversion from ISP to EHCP**

The school undertakes to conduct conversion where the approach is in line with the code of Practice in order to convert current statements into EHCP with the local authority input.

The school undertakes to conduct an annual review where the approach is in line with the Code of Practice in order to maintain ISPs/EHCPs.

### **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

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Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. It is a regular topic of discussion at the weekly Staff Meeting.

In-class provision and support are deployed effectively to ensure the curriculum is adapted where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate all pupils to do their best, and celebrate achievements at all levels.

### **Inclusion of pupils with SEND**

The Headmaster and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will continue to seek advice, as appropriate, around individual pupils, from external support services.

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### **Equal Opportunities and Accessibility and Disability**

The SEND policy upholds the school's equal opportunities for pupils policy and all pupils have equal access to all areas of the curriculum. All pupils with SEND are as far as possible fully integrated into mainstream life at school.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be closely monitored in line with the SEND Code of Practice through various ways.

- Weekly record of 1:1 sessions with LSA/SENCO
- Regular testing of reading, spelling and comprehension
- End of year tests
- Progression through precision teaching and support programmes.
- Feedback from Class teacher/LSA.

SEND provision and interventions are recorded on an individual support plan (ISP), which are updated when the intervention is changed. These are updated by the SENCO and Form Teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated half termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headmaster or SENCO, who will be able to advise on formal procedures for complaint.

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### **In-service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Saint Pierre invites and seeks advice and support from external agencies in the identification and Assessment of and provision for SEND. The SENCO is the designated person responsible for liaising with Education Psychology Service, Behaviour Support Service, Social Services (CAF leader also liaises) and Speech and Language (Class teacher also liaises if needed).

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

### **Working in partnerships with parents**



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Saint Pierre School strongly believes that a close working relationship with parents is vital in order to ensure:-

1. Early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
2. Continuing social and academic progress of children with SEND;
3. Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **Links with other schools**

The school works in partnership with the other schools. This enables the schools to share advice, training and development activities and expertise.

The SENCO goes to regular cluster meetings with other SENCOs from other local schools, attends borough/local authority meetings, transition meetings and information sharing meetings.

### **Transition**

The SENCO will ensure that a period of transition takes place between Saint Pierre and the new setting when a child is moving school or onto secondary school. The SENCO and class teacher will attend the secondary school the term before they are due to start to organise a transition plan.

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### **Links with other agencies and voluntary organisations**

Saint Pierre School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service;
- Behaviour Support Service;
- Social Services;
- Speech and Language Service (Form Teacher also liaises);
- Language and Learning Support Service;
- Specialist Outreach Services.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.