

## **SEND & Inclusion Policy**

The school's policy is based on the principles of inclusion, fairness and equal access for all pupils enabling all pupils, whatever their special need, to achieve their full potential in all areas of the curriculum.

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (September 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEN Code of Practice 0-25 (2015)
- Schools SEN Information Report (SIR)
- SEND Regulations 2014
- The Children and Families Act 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- The National Curriculum in England Key Stage 3 and 4 framework document September 2013
- The EYFS Statutory Framework 2017
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was reviewed by the Senior Leader with responsibility for SEND, the Upper and Lower School Special Educational Needs Co-ordinators (SENCOs) and in liaison with the Trustees with responsibility for SEND, and consultation with staff, parents, and pupils within the setting. It applies to all pupils in St George's School Edgbaston, inclusive of those in the Early Years Foundation Stage (EYFS).

### **Aims:**

At St George's School Edgbaston our aim is for all pupils to be "Safe, Secure and Successful". In order to achieve this we must ensure that we:

- Value the pupil and take into account their views.
- Meet the needs of the whole child/young person.
- Work alongside parents, enabling them to support their pupil's education.
- Provide all pupils with a relevant, appropriate curriculum.
- Develop pupil independence.
- Raise pupil self-esteem.
- Remove barriers to new learning.

To achieve our aims we will:

- Accurately identify need as early as possible and offer effective support.
- Identify and remove barriers to learning, which will enable all pupils to have full access to the curriculum, including the Early Years Foundation Stage, the National Curriculum and appropriate examination programmes.
- Incorporate Pupil Passports and/or Individual Education Plans (IEP) into curriculum planning, and have class based targets.

- Take a whole school approach ‘Assess – Plan – Do - Review’ to the identification, assessment and provision for pupils with special educational needs.
- Develop an effective partnership between school, parents and outside agencies.
- Ensure pupils and parents/carers participate in decision making about provision to meet their child’s special educational needs.
- Track and monitor provision and procedures which have been put into place to ensure pupils with SEND make significant progress as they move through school.

**Definition of Special Needs:**

*‘A learner has special educational needs if they have a difficulty, or ability, which requires provision to be made for them which is over and above what the majority of children of the same age are offered. Recent changes to the law have initiated some fundamental changes to the way in which pupils with SEN and/or disabilities (SEND) are identified, funded and supported. Not all pupils with disabilities have special educational needs, and not all pupils with SEN meet the definition of having a disability’. SEN Code of Practice 2015*

Many children and young people need additional support at some stage in their school life, for many differing reasons. This may be for a relatively short period, or it may be throughout their time at school.

Pupils who receive support for an extended period, or need more intensive support, or have been identified with more complex needs, will be included on the school’s SEND register.

The four main areas of need (as identified in the Children and Families Act 2014) are:

- Communication and interaction  
*This would include pupils who have difficulty in interacting with others and with the world around them.*
- Cognition and learning  
*Pupils who find learning, thinking and understanding harder than their peers.*
- Social, mental and emotional health-  
*Pupils who may experience difficulty in managing their emotions and/or behaviour in a way that affects their daily life.*
- Sensory and/or physical  
*Pupils who have a disability that may make it difficult for them to manage their everyday life without change or support.*

At St George’s School we support pupils across this range of needs.

**Inclusion Team Roles and Responsibilities:**

Mrs J Shaw – member of Senior Leadership Team with responsibility for SEND

Mrs C Burrows – Lower School SENCo with strategic overview/ Specialist teacher

Mrs J Love – Upper School SENCo

Associates from Integrated Treatment Services – Speech and Language Therapy, Ed Psych

Mrs H Hughes – Specialist teacher/Access Arrangements for external examinations

Mrs V Jones – School Nurse

Ms S Matts, Mr A Guest, Mr M Burrows, Mrs D Hyland – Upper School Learning Mentors

Mrs J Walsh – Lower School Learning Mentor

Ms D Woods – Upper School SEN administrator

Mrs K Pugh – Lower School SEN administrator

All staff can be contacted through the main school switchboard.

**The School's SENCOs, Inclusion Team and SLT are responsible for:**

- the day to day operation of the school's SEN policy
- promoting the Policy for SEND and Inclusion
- liaising with and advising fellow teachers
- co-ordinating provision for pupils with SEN and ensuring that appropriate targets and provision plans are in place
- maintaining the school's register of pupils with SEN and overseeing the provision map
- liaising with parents and external agencies support agencies
- ordering and maintaining special needs equipment and resources
- supporting pupils and their families through effective transition between classes, key stages and educational settings
- supporting the local authority consultation processes

The Inclusion Team works closely with colleagues to provide continuity in approach. They may:

- advise on special needs issues, e.g. quality first teaching, assessments, referrals, etc
- contribute to action plans for certain children
- build capacity among colleagues through formal and informal training sessions, alongside coaching and mentoring for class teachers and teaching assistants
- provide training to implement specific interventions and resources whilst maintaining an overview
- be involved at in teaching programmes to pupils at all stages, developing targets and provision in conjunction with the class teachers and outside agencies
- be involved in the rolling process of 'Assess – Plan – Do - Review' for pupils with special educational needs

**Teachers will:**

- facilitate the school's procedures for the identification, assessment of, and subsequent provision for pupils with SEND
- facilitate the 'Assess – Plan – Do - Review' cycle in relation to pupils' progress
- work with the SENCo to decide the action required to assist the pupil to make progress
- work with the SENCo to collect all available information on the pupil
- support the SENCO to maintain the Provision Map
- support the Specialist Teacher by providing evidence in support of Access Arrangements applications and provision
- develop and review targets and provision for pupils
- work with SEND pupils on a daily basis to deliver the individual programme set out in the IEP and/or Pupil Passports
- develop effective relationships with parents and feedback regularly on progress and impact of planning
- encourage pupils to participate in decision-making
- continually assess pupil progress and identify the next steps to learning
- work with the SENCo and Senior Leader Team (SLT) to identify their own training needs around SEN

### **Learning Support Assistants (LSA) will:**

- provide relevant targeted support to identified pupils as directed
- develop positive working relationships with parents and professionals
- contribute to formal and informal meetings with parents
- assist with the 'Assess – Plan – Do - Review' cycle in relation to pupils' progress
- assist with the identification and effective provision of appropriate resources
- contribute to liaison, team and service meetings and undertake appropriate INSET
- work alongside the SENCO and teaching staff in the preparation of targets and IEPs and/or Pupil Passports

### **Trustee with responsibility for SEN**

Sir Robert Dowling is the school trustee for SEND. His role is to question and challenge our provision in all areas of SEND. He can be contacted through [admin@sgse.co.uk](mailto:admin@sgse.co.uk)

### **Pupil Involvement:**

The school actively encourages the involvement of pupils in their education.

- Wherever possible, the school will empower the voice of the pupil.
- Pupils contribute to EHCP reviews using a suitably differentiated 'Pupil Views' sheet, where they can indicate what they liked and how well they felt they did in reaching their targets.
- Pupils contribute to the creation of their Pupil Passports which provide staff with an "at a glance" overview of how best they can access learning.
- Help shape their learning experience through activities such as 'my ideal teacher/school day/classroom' etc.
- Evaluating the interventions they receive.
- All pupils in the school have, and are aware of, their own identified SMART targets in reading, writing and numeracy; and with the support of staff they monitor their own progress towards them. Targets are reviewed within the classroom every three to four weeks. Amendments are then made, and the pupil is given new targets to work towards.

### **Parental involvement:**

The school maintains an 'easy access' policy, and encourages and recognises the formal and informal rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We have an SEN Information Report that details how the school supports both pupils and their parents:

The school endeavours to -

- in line with the Code of Practice inform and involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met
- invite the parent/carer to attend all review meetings
- discuss the purpose of assessment arrangements, and the implications of the targets and provision set with the parent/carer
- encourage the parent/carer to be actively involved in working with their child to achieve the targets set
- ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- further develop the parent/carers' confidence in the provision made for their child's special educational needs
- support parents to contribute to the creation of their child's Pupil Passport

### **Identification of Special Needs:**

The school is committed to the early identification of special needs, and aims to provide for the majority of these through its own resources and curriculum provision.

### **The Graduated Approach to SEN Support**

Class teachers are responsible and accountable for the progress and development of the pupils in their classes, including where pupils access support from teaching assistants or specialist staff. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' knowledge and understanding of a range of the most commonly presented SEND. Strategies which help to identify and support vulnerable pupils are shared, and teachers are encouraged to develop their knowledge through targeted INSET and CPD opportunities.

Throughout the graduated process the teacher, SENCo and SLT consider all of the information gathered from within the school about the pupils' progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using formal and informal testing, observations and early assessment materials.

In line with the SEN Code of Practice 2015, the school follows a 'graduated' approach:

### **SEN support Stage One - Quality First Teaching from the Class teacher within the classroom context:**

Class teachers are usually the first to raise concerns about a pupil, they will:

- differentiate accordingly to meet the needs of the pupil in their normal classroom context
- discuss these concerns with the parents
- gather background information on the pupil and if applicable evaluate previous interventions
- carry out classroom based assessment and interventions
- monitor the pupil's progress and if, after at least one term, there is still a concern, refer the pupil to the SENCo to discuss further school action

Parents may also highlight concerns at this stage.

Pupils will not be added to the SEN register at Stage One.

### **SEN Support Stage Two– School based SEN support:**

A referral will be made by any teacher who has raised concerns following on from SEN support Stage 1.

- Parents are informed after wider school SEN support has been requested.
- Further assessments are carried out as deemed necessary by the Inclusion Team.
- Interventions and strategies are identified and recorded on the school Provision Map (PM).
- The PM sets out strategies, resources and interventions to be used to meet specified individual targets over the coming term. This informs the targets set by teachers.
- Work with the pupil is carried out.
- The PM will be reviewed at least once a term and updated.
- This 'Assess – Plan – Do - Review' cycle may be repeated and the pupil may be added to the SEND register at this point.

It is hoped that strategies and resources from within the school will resolve the pupil's difficulties at this stage, failing this, the pupil moves to Stage Three.

### **SEN Support Stage Three – involvement of other professionals and outside agencies, the SENCo will**

- Inform parents of next steps.
- Seek help and advice from other sources as necessary. Referral forms for some outside agencies may be required, or contact may be made by letter or telephone.
- These agencies may assist with assessing and advising on targets, strategies and interventions.
- Record the 'Assess – Plan – Do - Review' cycle onto an IEP or Pupil Passport.
- Keep the relevant staff informed.
- Gather feedback from all agencies/specialists involved and use this to inform review meetings with parents.

If a pupil is not making expected progress at SEN support Stage Three, the SENCo and Head Teacher, in consultation with parents and relevant external agencies, will decide whether to request an Education Health Care Plan (EHCP) assessment from the Local Authority (LA).

#### **Education Health Care Plan Assessment:**

- The LA considers all information on the request for assessment and may or may not agree to an EHCP assessment. The purpose of the EHCP is to meet the pupil's special educational needs, stating the provision to which the pupil is entitled.
- If an EHCP is issued and the Local Authority agrees to maintain placement at St George's, the school will hold an annual review in order to consider the child's progress over the year and inform the LA of any adjustments that might be needed, taking into account the views of the child the parents, the teachers and any other agencies involved.

Through all these Stages there will be regular liaison between the teachers and SENCo so that the perception of individual children is shared and current strategies and planning can be discussed. The 'Assess –Plan – Do –Review' process will be followed to ensure continuity and progression.

#### **Supporting Pupils and Families:**

The 'SEND Information Report' (SIR) has been developed in consultation with pupils, parents/carers and staff and is clearly accessible through our website; paper copies can be provided on request.

The SIR provides detailed guidance to pupils and families on all matters concerned with SEND at St George's School, including links to:

- our Admissions policy
- the Birmingham, Solihull and Worcestershire LA Local Offer
- management of Medical conditions
- other agencies to support the family and pupil, e.g. the Special Educational Needs Advisory Support Service (SENDIASS), Communication and Autism Team (CAT), Forward Thinking Birmingham (FTB) and Occupational Therapists (OT)

Pupils and families are supported at times of transition between classes, key stages and educational settings. When necessary, specific plans are put in place to support this transition, with the aim of ultimately preparing pupils for adulthood - reflecting their ambitions, higher education, employment, independent living and the part they will play in society.

A number of leaflets have been produced explaining our SEN provision and the EHCP process. These are available upon request.

### **Supporting Pupils at School with Medical Conditions:**

The School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act (2010).

Some pupils may have medical conditions and special educational needs. They will have an EHC plan which brings together health and social needs, as well as their special educational provision. The school will make its best endeavours to make reasonable adjustments in line with the guidance from the SEN Code of Practice (Jan 2015) and the Equalities Act 2010.

For further information on the School's arrangements to support pupils at school with medical conditions, please refer to the policy 'Supporting Pupils in school with Medical Conditions' which can be found on our website.

### **Access to the curriculum and support:**

All pupils with special needs work alongside their peers and have equal access to a broad and balanced curriculum. They are included in all the activities of the school where appropriate. We aim to be inclusive of all learning differences and preferences within the teaching methods used. Pupils mostly work within the classroom, however some pupils may benefit from withdrawal either individually or in groups as appropriate.

Some pupils with learning differences perform certain tasks more effectively in a quiet environment, where there are no distractions and where concentration can be maintained. We are mindful that all pupils at St George's School do not look upon any support with a negative perspective, but see it as positive. Interventions can only succeed if the pupil is a willing participant, and therefore we will take into account pupil voice on this matter.

Pupils with SEND may receive interventions or assessments outside of the classroom; for example:

- Educational Psychologists
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Specialist Support Services

### **Targets/IEPs**

Targets for children on Stage 1 are written by the Class Teacher.

Targets for children on Stages 2 and 3 are written by the Class Teacher under the guidance of other professionals as needed and/or appropriate.

IEPs/Pupil Passports for pupils with EHCPs are written by the SENCOs and Class Teacher/Subject Specialists or Specialist Teacher.

Our Speech and Language Therapist may support target setting informally at any stage of the process but may be more actively involved at SEN support stage three.

LSAs are expected to support the process of 'Assess – Plan – Do - Review' regarding targets.

Under the process of 'Assess – Plan – Do - Review' targets are continuously monitored. Achievements are noted and if appropriate, pupils are given new targets to work towards. They are reviewed three times a year with parents, in order to inform them of their child's progress.

### Storing and Managing Information:

SEN information folders are held for each pupil on the SEN Register. These contain documentation relating to assessments, external agencies, medical/disability reports, communications with parents and other agencies, copies of EHC Plans (if appropriate) and any other information regarding the individual pupils needs. These folders are kept securely and are only accessible by designated members of staff.

Confidential information which is stored on our internal intranet is password protected. Any confidential documents sent electronically to outside agencies are also password protected.

When consulting with outside agencies, emails relating to individual pupils refer to the pupils by initials and date of birth only.

### Other Key Documents to be aware of:

Adjustments for Accessibility Policy

Accessibility Plan

Admissions Policy

Anti-bullying Policy

Behaviour Policy

Complaints Policy

Data Protection Policy

Equality and Diversity Policy

Safeguarding Policy

Supporting Pupils in School with Medical Conditions Policy

SEN Information Report (SIR)

This policy was reviewed by the Inclusion Department, the SLT and Trustee with responsibility for SEND.

**Updated October 2017**

**To be reviewed October 2018**