



SEND policy and information report

St Nicholas Church of England Primary School



Approved by:	LGB	Date:	Summer 2022
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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

At St Nicholas CE Primary School we aim to provide an inclusive and stimulating learning environment to support the learning of all children. We strive to ensure that the children have the opportunity to shine and show individuality while providing a broad and balanced curriculum which allows them to grow and achieve their best. Every child is valued and included in all school activities as fully as possible, including representing the school at various events. We develop a healthy and supportive working relationship with all families and ensure that parents, including parents of SEND pupils, are kept fully up to date with progress as well as any provisions in place to support learning and progress. We ensure all children at St Nicholas feel safe and heard. The SENDCo works with agencies and Wokingham SEND team to ensure that teachers have the skills in place to ensure all pupils have access to the curriculum and any extra curricular activities and events.

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 (SENDCos) and the SEND information report

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

3. Definitions

A pupil has SEND 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 SENDCo

The SENDCo is Emma Hattrick who can be contacted via email on - senco@st-nicholas.wokingham.sch.uk

They will:

- Work with the head of School 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 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 head of school and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Head of School

The Head of School will:

- Work with the SENDCo 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 SENDCo 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/severe/profound and multiple 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 SENDCo 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. Transition can be a difficult stage for all children, however, a child with SEND may find this change even more challenging. At St Nicholas we take steps to ensure that transition is as smooth as possible.

Some of the arrangements in place include:

- Our EYFS teacher visits children in their pre-school or nursery setting prior to starting.
- Parent meetings are held where children are invited to meet their new teacher
- Transition mornings are planned in the summer term and children who need additional sessions will be catered for. Some children may be invited to visit the school out of school hours when the school is quiet and children are able to familiarise themselves with the environment and setting.
- Children with SEND are encouraged to visit the school more regularly prior to starting full time.
- Transition packs are created for all children across all classes. These include photos of the class teacher and support staff within the class.
- There are planned teacher handover sessions to ensure that information about children's needs are clearly communicated and there continues to be consistency across classes.

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:

- Precision Teaching
- Group phonics (Little Wandle)
- Speech and language support
- Sensory and Movement breaks
- Sensory Circuits

- Nurture time
- Speech link
- Dyslexia Gold
- Nessie
- JAC
- Curriculum and environmental adaptations

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

If the school considers that they need more expert advice in order to best support any child, referrals to outside agencies can be made. During the referral process the school will work with parents/carers to collect evidence to support the referral. Before a referral is made to an outside agency parents/carers will be invited to speak to the SENDCO to discuss the process. At this meeting the reason for the referral will be explained and parents/carers will be asked to provide verbal or written consent. Once parents/carers have given permission for the referral to take place, the referral form will be sent to the appropriate agency and they will contact parents/carers and/ or the school with details of their involvement

5.9 Expertise and training of staff

Our SENDCO has 4 years' experience in this role and has worked as class teacher as well as within the leadership team.

They are allocated two days a week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) and a Nurture Assistant 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 SENDCO
- Using individual provision plans (IPPs) 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.

Support for children with Disabilities:

The admission arrangements for all pupils are in accordance with National Legislation, the Code of Practice and the Equality Act 2010. This includes children with any level of SEND, children with an EHCP (Education, Health and Care Plan) and those without. The School will ensure that all appropriate provisions are in place and that children are closely monitored to ensure that provisions in place are having a positive impact on learning.

The school is based on a single floor and all areas of the school are accessible for wheelchair users. There is one disabled toilet. If further modification was required, the school would aim to plan for these.

Valuing difference is embraced as part of a whole school ethos as well as being discussed as part of PSHE and collective worship.

Our accessibility plan can be found on our school website.

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. Please refer to the anti-bullying policy.

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5.13 Working with other agencies

Some children with SEND support or with an EHCP will receive support of external agencies.

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

- Wokingham SEN team
- Educational Psychologist
- Learning Support Service
- Occupational Therapist
- Sensory Consortium Service
- Educational Welfare Support
- Children's Services
- CAMHs (Child and Adolescent Mental Health Service)
- Family Support Workers (Including Early Help)
- Assist (ASD family support)
- Foundry College Outreach Support
- Addington Outreach support
- Speech and Language Therapy
- Expertise within the Keys Academy Trust

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. The class teacher or parent/carer may escalate this to the SENDCo or Head of School where appropriate. 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

We can provide details of the following support services:

- Parenting Special Children
- SENDIASS
- SEN Wokingham Borough Council
- SEN Reading Council
- CAMHS Wokingham
- ASSIST
- ASD Family Help
- Early Help Reading
- Early Help Wokingham

5.16 Contact details for raising concerns

Please send concerns to admin@st-nicholas.wokingham.sch.uk and they will be passed to the relevant member of staff.

5.17 The local authority local offer

Our contribution to the local offer is:

<https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=A-uRqVv-dy0>

Our local authority's local offer is published here: <https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

6. Monitoring arrangements

This policy and information report will be reviewed by the Head of School and SENCo **every year**. 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 our policies on

- Anti-Bullying
- Accessibility plan
- Behaviour
- Safeguarding