



## St Laurence School

# Policy on Special Educational Needs and Disability (SEND) – 2017

### Introduction

Definition: A child or young person has SEN 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision means:-

“Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age”.

Within the context of the school’s common purpose of ‘Care – Inspire – Succeed’ the governing body affirms the following:

### Aims and objectives:

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child’s education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources. It is recognised that children with SEN are more likely to be bullied, excluded or not in education, training or employment (NEET) at age 16 and specific regard is given to this by the school’s policies. The measures taken to prevent the bullying of all students, including those with SEN, are outlined in the anti-bullying policy.

- The education of all students is of equal value, irrespective of learning difficulties or physical disabilities
- Students and parents are central to the decision making, planning and review process
- Positive outcomes for SEND students will be achieved through planning an effective curriculum which meets a wide range of needs
- Children with SEND have aspirational targets are an integral part of the school-wide target-setting process
- Individual targets and progress are reviewed regularly (at least 3 times a year) and tutors, supported by Additional Educational Needs (AEN) staff, are fully involved in this process
- All staff are expected to include and engage students with special educational need and disability
- All staff, having received appropriate training, are committed to identifying and monitoring individual needs from the earliest possible stage so that appropriate provision can be made and attainment raised
- Staff will work with professionals in the health and care services, to meet the needs of individuals as appropriate
- Staff work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- SEND students will be fully supported at key transition points (KS2-3, KS3-4 and KS4-5 and into higher/further education).
- The school will support families in using personal budgets where appropriate

This policy is governed and informed by the statutory framework set out in:

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- Education Act 1996
- SEN code of practice 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education and skills Act 2006
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice 2014
- Teachers' Standards 2012
- See also the School's Behaviour Management Policy
- See also the SEND information report on the website

### Professional Structures

Whilst the Headteacher, a Deputy Head and the SEND Governor ensure the effective implementation of the SEN Policy, the Director of Personalised Learning (Special Educational Needs Coordinator) is responsible for co-ordinating, monitoring and evaluating the provision for additional educational needs across the School. This is achieved in collaboration with staff including those with Teaching and Learning responsibilities (TLRs) by:

- Monitoring, evaluating and reporting on provision for students with SEND.
- Identification and delivery of enhanced learning provision for students and training for teachers and teaching assistants.
- Oversight and maintenance of resources for SEND.
- Effective partnerships with parents and external agencies.

### Operational Guidelines

- The School follows the guidance contained in the SEND Code of Practice (2014) and recognises that some students may have needs that fall within or across four main areas:
  - Communication and Interaction.
  - Cognition and Learning.
  - Social, Emotional and Mental Health
  - Sensory and/or physical needs.
- Whenever possible, special educational needs are met within the mainstream classroom and based on use of appropriate teaching strategies, sometimes with additional in-class support from members of the AEN team. It may be necessary for some students to withdraw from some mainstream classes for the purpose of attending individual or small group work. Such support is provided by members of the AEN team with input from external agencies where required.
- Students with defined special educational needs are supported and monitored as follows:
  - ⊖ A student may be considered to have a significant learning difficulty and be in receipt of SEN Support if she or he:—'Continues to make inadequate progress, despite high quality teaching targeted at their areas of weakness.' This may include:
    - Showing difficulty in developing literacy and/or numeracy skills.
    - Persistent communication, interaction, social, emotional or mental health difficulties which are not addressed by-access to a range of provision provided internally or externally.
    - Having physical or sensory problems which impact on progress despite use of specialist equipment.
- An Education, Health & Care Plan (EHCP), known as a *My Plan* in Wiltshire, may be appropriate where there is evidence of complex needs. Requests for an EHCP assessment are made via the Local Authority and may be requested by the school or parents. This may or may not result in the issuing of a *Statutory My Plan*. Parents may request a non-statutory *My Plan* if appropriate.

The progress of SEND students and their provision is closely monitored via the Progress Team meeting cycle and the weekly "Shout" meetings.

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The following key documents are used to inform decisions about needs and provision (including involvement of outside agencies) and to monitor the progress of individual students:-

- School reports and internal tracking
- ECHP and *My Plans*
- Specialist reports, e.g. CAMHS/ Educational Psychologist
- Personal Education Plans (PEPS), Pastoral Support Plans (PSP).
- The Wiltshire Indicators and Provision Document (WIPD)
- The Common Assessment Framework (CAF)

Key information about need and provision are shared with staff and parents via the My Profile documents.

For students with a higher level of learning need in the areas of Communication and Interaction or Cognition and Learning, Enhanced Learning Provision allows for a flexible and individualised programme of support to be drawn up so that a personalised approach to supporting students can be adopted. This provision will change at different times according to need.