

*St Andrew's School*

*A school with Quaker values*

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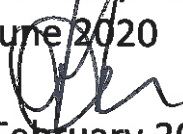
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The St Andrew's School Trust is a Registered Charity No. 1129232

# Special Educational Needs and Disability (SEND) Policy

Last reviewed date: 21<sup>st</sup> January 2020  
Adopted by Trustees date: 8<sup>th</sup> June 2020  
Signed by Chair of Trustees:   
Next review date: 1<sup>st</sup> February 2021

The St Andrew's School Trust is a Registered Charity No. 1129232

Registered Office as above. Registered in England and Wales

Trustees: Mr J Garner, Mr R Wheeler, Mr D Bullard, Ms V Jones

Mr C Johnson, Mrs J Davis, Mrs R Robinson.



## Introduction

This policy was written in accordance with the Children and Families Act 2014 and relates to students with special educational needs and disabled students. The policy refers to the Children and Families Act 2014 and associated regulations. The associated regulations are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014

The Order setting out transitional and saving provisions

- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Equality Act 2010: advice for schools Department of Education (DfE) May 2014

## Aims of the SEND Policy

1. Our school currently provides provision for students with Autistic Spectrum Disorder (ASD) catering for students with social and communication difficulties and disorders. Some students have additional needs such as Asperger's syndrome, Dyslexia, Dyscalculia, Dyspraxia, Scoliosis, Attentional Deficit Hyperactivity Disorder (ADHD). All have an Education, Health and Care Plan (EHCP).

St Andrew's School is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable our students to realise their potential as individuals in society
  - providing equal access to a broad and balanced curriculum which:
    - a. meets statutory requirements
    - b. reflects the cultural diversity of society
    - c. meets the needs of individual students
    - d. develops skills for independence enabling students to play an active role in society
  - maintaining contact with home, keeping a dialogue going with parents/carers.
2. that practice reflects policies and the school's aims and ethos
  3. that students receive the provision set out in their Education, Health and Care Plan (EHCP)
  4. to identify students' changing needs
  5. to respond to these changes so that students may develop further
  6. to provide professional development for staff that increases their knowledge and that this knowledge is embedded in any teaching
  7. to ensure that all students have equal access to the curriculum and are included in all aspects of school life.

A student has Special Educational Needs (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 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.

The Headteacher with the Senior Management Team are responsible for the day to day operation of the SEND provision. Their key responsibilities are:

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEN support
- Contribute to the in-service training of staff
- 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 pupils and their parents are informed about options and a smooth transition is planned
- Ensure the school keeps the records of all students with SEN up to date

## Objectives

The aims of this policy will be achieved by:

- providing staff with up to date and relevant information on student's needs
- providing all staff with regular opportunities to discuss student's needs in Key Stage meetings and staff meetings
- providing staff with professional development that is appropriate to the school and the individual member of staff
- providing a structure within which information on students can be collected, processed systematically and provided to all staff via the staff login to the school server

## The role of the teacher/class leader

To have knowledge of the student and their individual needs and refer to their EHCP and Individual Educational Plan (IEP) as appropriate. To plan and write IEPs to ensure progression is achievable. Use differentiation with a range of strategies and approaches to maximize progression for all students. Advise on the deployment of the budget and other resources to meet students' needs effectively.

Contribute to the annual reviews of students by providing information needed. Liaise with outside agencies and parents/carers. Listen to the student's needs.

## Statements of Special Educational Needs and Education, Health and Care Plans

All students who attend St Andrew's School have an EHCP which identifies the school as the most appropriate provision. The EHCP identifies the student's primary and additional needs, these needs are reviewed annually, or at any interim review meeting. Key stage heads lead the reviews for their key stage. Family Support Process meetings are arranged as required and key stage heads lead these and maintain the records.

## Inclusion and Equality

We accept that all students have different educational, physical, social, emotional and medical needs and have different aspirations.

We also accept that they may require different approaches to learning and learn at different rates, requiring a range of different teaching strategies. All students have full access to all aspects of the school curriculum and curriculum enrichment activities.

## Consulting and involving students and parents/carers

On receiving a referral the Head teacher will arrange for the parents/carers to visit the school (see admissions policy). A school placement is usually dependent on an Education Health Care Plan (EHCP) Review, which will help determine the suitability of the school to meet the needs of the student.

Students are invited to contribute to their IEP (Individual Education Plan).

Students are invited to attend their annual EHCP review.

Students attend 'pupil voice' and have a school council where a student from each class represents their class. St Andrew's has an open door policy where parents/carers can contact the school at any time.

Parents/carers are given a copy of the IEP and behaviour plan.

Agreement is sought before a student is referred to an outside agency. Information and feedback resulting from a referral to an outside agency is shared with parents/carers. Parents/carers are invited to annual

reviews. The school has a home/school agreement to be signed by all parties and a home/school book is used on a daily basis for communication.

## **External Support**

There is an established network of support agencies and referral procedures are established with the following:-

Norfolk County Council  
Specialist Sensory Integration Therapists (SENSi),  
Occupational Therapy  
Speech and Language Therapists  
Educational Psychologists  
Mental Health Services (CAMHS)  
Clinical Psychologists  
Social Care  
Health (including immunisations)  
Early Help Teams

## **Related School Policies**

The following school policies are available:

Health and Safety Policy  
Curriculum Policy  
Behaviour Policy  
Safeguarding Policy  
Teaching and Learning Policy  
Complaints Policy