



Greater Grace School of Christian Education

SEND Policy

Introduction

This procedure describes the Special Educational Needs and Disability (SEND) Policy for Greater Grace School. It includes our admissions statement for children with SEND and should be read in conjunction with our Admissions Policy, Equal Opportunities Policy, Motivation and Behaviour Management Policy, and Accessibility Policy and Plan.

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”

This quote from the new Special Educational Needs and Disability Code of Practice Jan 2014 reflects well what has always been and continues to be at the heart of our school, our curriculum, and our entire programme. No two children are identical, and even children the same age can be at very different places in their development, physically, mentally, spiritually, and emotionally. So every child is treated as an individual in every aspect of school life.

Following diagnosis on entrance, each child is prescribed PACEs at their performance level in the core curriculum. This enables us to project their individual pathway to mastery in each subject. The child proceeds at his own rate according to his ability. We encourage each child to progress at the best rate they can, and achieve their personal best in each PACE, each term / year (Congratulations Slips, Honour Roll Certificates, etc.), and ultimately, to graduate with the highest level of the International Certificate of Christian Education that is right for them.

We recognise that it takes time to build the confidence and character (attention, courage, determination, resilience, etc.) which enables them to become consistent, and then develop their capacity to achieve more. We set high standards for academics, behaviour, and life skills, so that we can monitor progress not only along their personal path, but also against age-appropriate norms. Our staff are skilled in differentiating both content and behaviour in every lesson and activity.

PRINCIPLES AND OBJECTIVES:

Greater Grace School has regard to the definition of SEND stated in the 2014 SEND Code of Practice: “A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of others 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.”

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.'

A *disability* is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

Not all children and young people with a disability have SEN but often there is an overlap.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice:

- communication and interaction needs,
- cognition and learning difficulties,
- social, emotional and mental health difficulties,
- sensory and/or physical development.

We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND.

All Supervisors and teachers differentiate according to the needs of the children in their care, and pay particular attention to the needs and welfare of children/pupils with SEND.

Monitoring the progress of all children/pupils is an ongoing process which enables early identification of any children who may require additional or different provision to be made.

We believe in equal opportunities and try to meet the physical, emotional, intellectual and spiritual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.

Children/pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

Parents are encouraged to discuss any issues and concerns with their child's Supervisor (and/or the SENCO or Head teacher).

MANAGEMENT OF SEND WITHIN THE SCHOOL

Parents will always be kept informed of any significant additional or different provision being given and invited to contribute to and discuss decisions concerning their child.

Children/pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual and the following will be taken in to account:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.

Early identification, assessment, and intervention are recognised as the key to meeting the needs of the individual children. This is done initially by the Supervisor/teacher in the classroom purposefully, yet informally, identifying, assessing, discussing and intervening to meet the needs of a particular child by name. Where an EHC plan is not required, and provided the intervention is proving successful, the need itself may not be named in the early stages to avoid labelling a child prematurely, but that will be kept under regular review in discussion with the SENCO.

Education, Health and Care (EHC) plans

Greater Grace School will meet its duty to work with the local authority. If it is named on a pupil's EHC plan, the school will:

- admit any child that names the school in an EHC plan, provided that we can make appropriate provision for their needs..
- ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.
- cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- cooperate with the local authority during annual reviews.
- prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

RESPONSIBILITY FOR CO-ORDINATION OF SEND PROVISION

The SENCO (Special Educational Needs Co-ordinator) for our school is Diane Bailey

Anne Mulligan formulates this policy with input from Diane Bailey.

The Trustees and Head Teacher:

- Ensure that provision is made for pupils who have SEND
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND
- Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for, the efficient education of the pupils with whom they are educated, and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with SEND
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND
- Ensure that parents are notified of the decision of any significant extra provision being made for their child

The Trustees are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, and personnel resources.

The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is issued annually and sent to parents.

SEND provision is an integral part of the School Development Plan.

ARRANGEMENTS FOR CO-ORDINATION OF SEN PROVISION

The SENCO is responsible for:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision for children with SEND
- ensuring there is liaison with parents and other professionals in respect of children with SEND,
- managing learning support assistants / monitors
- ensuring that appropriate Individual Education Plans (IEPs) are in place, that relevant background information about children with SEND is collected, recorded and updated
- liaising with external agencies

Liaison is ensured by written and verbal communication.

All staff are responsible for children with SEND

ADMISSION ARRANGEMENTS

Provision for children with SEND is a matter for the school as a whole.

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.

All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed.

SPECIALIST SEND PROVISION

Admission of children with a statement or with needs that require specialist provision would be considered on a case-by-case basis to ensure not only that we were able to provide well for that child, ensuring that the parents/carers were satisfied that the provision was adequate and positive that attending our school would benefit their child's education and wellbeing, but also that the child could be fully integrated without jeopardising the education and wellbeing of our existing pupils.

- Social, Emotional & Mental Health (SEMH) – All staff work to build and strengthen SEMH wellbeing, and are alert and watchful for signs that someone needs extra help
- Autistic Spectrum Disorder – Appropriate staff are trained to deal with this disorder
- Specific Learning Difficulty – Appropriate staff are trained to deal with many SLDs including dyslexia and dyscalculia
- Hearing Impairment – Our core curriculum comprises individualised workbooks in each subject, and is therefore visual and reading based, however, we have no current staff who can communicate in sign language if the impairment were severe
- Moderate Learning Difficulty – Diagnostic tests are used to determine a child's performance level, and PACEs in the core curriculum are set accordingly. Staff work individually with all of our students, and are able to assist those with moderate learning disabilities
- Speech Language & Communication – All staff are able to help students develop their speech and improve their communication skills through daily interaction and individual work such as reading aloud and preparing to give an oral report.
- Physical Disability – The school is all on the ground floor and has ramps for children in wheelchairs. Provision will be made for other disabilities when needed, except where this is not possible due to the limitations of the building (See Accessibility Plan)
- Severe Learning Difficulty or Profound & Multiple Learning Difficulties – Provision for these would be decided on a case-by-case basis as above, however, if the parent/carer esteemed the benefits of the complete programme of individualised Christian education in a warm caring atmosphere of kindness and love that our school offers to be of greater value than any perceived lack, and was able to be closely involved as an expert volunteer during parts of the school day, then it might be possible to provide for them and make a real difference in their life in school and beyond

FACILITIES FOR PUPILS WITH SEN OR WHO ARE DISABLED

- Individual offices for PACE work in the Learning Centre
- Wheelchair access;
- Disabled toilets with hand rails;
- Ramps where needed to allow for wheelchair access
- Individual adaptations will be made for specific pupils in so far as is possible

ALLOCATION OF RESOURCES FOR VULNERABLE PUPILS, THOSE WITH SEN OR WHO ARE DISABLED

We have not yet had any pupil with a statement in our school for whom funding is given through the County Council. Should this be the case, the Trustees, in liaison with the SENCO and staff, would be responsible for allocation of resources/funding within the wider budget.

IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW OF PUPIL NEEDS AND PROGRESS

IDENTIFICATION AND ASSESSMENT

We are committed to the early identification and intervention of children who may have SEND.

More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any records from the previous schools the children may have attended.

The graduated response, adopted in the school, through the monitoring of individual children's progress, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice.

School Action - If a teacher identifies a child who may have SEND, it may be necessary to devise an Individual Education Plan (IEP). This sets out any arrangements that are additional to and different from the usual curriculum. The Supervisor liaises with the SENCO and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each term, or sooner if appropriate.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

School Action Plus - If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new IEP will be drawn up in consultation with the parents/carers.

MONITORING AND REVIEW

The IEP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We would seek guidance from outside sources to help make any such decisions.

The SEND policy is subject to a regular cycle of monitoring evaluation and review.

The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

ACCESS TO CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

All children are entitled to a broad, balanced and relevant curriculum, through the use of PACEs and enhanced curriculum. Progress is continually monitored using the regular check-ups, Self Tests and PACE tests within the ACE curriculum and through observation.

All information gained is used to support planning in order to aid progress.

Associated services would be used for any children with SEND as required.

INCLUSION ARRANGEMENTS FOR PUPILS WITH SEN OR WHO ARE DISABLED

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets within a broad and balanced curriculum for all children, and we watch for early identification of barriers to learning and participation.

EVALUATION PROCEDURES

The Trustees will on a regular basis, consider and report on the effectiveness of the work and whether any amendments to the SEND Policy need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

We will review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

SEND is part of our school self-evaluation arrangements and is a priority in the School Development Plan.

PROCEDURES FOR CONCERNS

We endeavour to do our best for all children, but if there are any concerns we encourage those concerned to approach the class supervisor/teacher in the first instance, the SENCO, or the Head teacher, and a response will be made as soon as possible.

Parents/carers can obtain support, advice and information, from us or from outside sources, if they wish.

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher/SENCo. The chair of Trustees may be involved if necessary. Please see the school's Complaints Procedure available on the school's website.

STAFFING POLICIES AND PARTNERSHIP WITH EXTERNAL AGENCIES

PROFESSIONAL DEVELOPMENT FOR STAFF

We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

Relevant training is provided for all the staff as is appropriate

All new staff are required to read the school's policy and procedures for SEND.

SUPPORT SERVICES AVAILABLE

We believe that effective action on behalf of children with SEND includes close co-operation between the school and other professionals, e.g. the LEA, SEND support services, health services, social services, etc, as needed.

PARTNERSHIP WITH PARENTS

The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. We include all in social events, assemblies and informal meetings.

Parents/carers are notified early if we have any concerns, and there is always a willingness to listen to issues brought forward for discussion.

We share information with parents/carers, and engage in an ongoing dialogue, in informal conversations and individual meetings.

Parents/carers are invited to review meetings to discuss progress and may be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

PUPIL PARTICIPATION

Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs, and in the review procedures.

We encourage pupils to participate in their learning by setting their own daily goals and being responsible for scoring their own work where appropriate

LINKS WITH OTHER AGENCIES, SCHOOLS AND VOLUNTARY ORGANISATIONS

Referrals will be made when needed to:

- Hearing Specialist
- Speech and Language Therapy Service
- Other Children and Young People’s Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

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