

# SAEND Policy

## St. David's School

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## INTRODUCTION

At St David's Primary School, we are determined to meet the educational needs of all our pupils by working inclusively. We strongly believe that every teacher is a teacher of every pupil within our school, including those with SAEND (Special Additional Educational Needs and Disabilities).

*"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her".* This provision is - "additional to and different from that made generally for other children or young people of the same age." (Code of Practice p.4)

This reviewed policy takes into account the new Statutory Guidance and Code of Practice 2014 (update April '20) as well as specific guidance from Defence Children Services relating to our particular circumstances in supporting the education and well-being of our pupils.

The SEND Code of Practice (updated April 2020) says: 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

- 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 or mainstream post-16 institutions

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (updated April 2020) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEND Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- School Safeguarding policy
- School Accessibility Plan

This policy was created by the school's SENDCO with the SEND Governor in agreement with staff and representatives of parents of pupils with SEND and reflects the SEND code of practice 0-25 guidance.

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The SENDCO is part of the SLT (Senior Leadership Team).

St David's is a small, well-resourced primary school meeting the needs of a diverse range of pupils, the majority of whom are service children. This means that many pupils experience frequent moves and may be with us typically for only two or three years. Therefore it is especially important that pupils' individual needs are identified and met as soon as possible. We are fully committed to providing learning that is inclusive, and seek to promote a sense of community and belonging for all pupils. We positively endorse the principle that an educationally inclusive school is one in which the personal development and growth of every young person matters.

### **INTENT**

- We aim to raise the aspirations of, and expectations for all pupils, and particularly for those with SAEND.
- We aim to work collaboratively with all partners (e.g. parents, carers, pupils, teachers and outside agencies including medical, health visitors and educational support partners) to achieve the best outcomes for our pupils.
- We aim for all children to have access to a broad, balanced curriculum and to participate in all experiences and activities provided by the school
- We aim to identify and celebrate the strengths of all pupils and use sensitive support where appropriate to aid inclusion
- We aim to raise the self-esteem of all pupils, especially those who come to us with negative feelings about themselves and their abilities

Our objectives are:

- to identify and support pupils requiring SAEND provision as early as possible on entry to our school

- to provide a challenging and differentiated curriculum appropriate to the individual
- to involve parents/carers and pupils in decision making, and to keep parents/carers fully informed of their child's progress and attainment
- to involve children as much as possible in evaluating their own progress; setting objectives, and making decisions about their future SAEND provision
- to provide support and advice for all staff working with pupils who have SAEND and disabilities
- to ensure all pupils are able to develop their individual learning strengths and preferences (visual, auditory, kinaesthetic) within an enriched learning environment
- to enable teachers to work in partnership with parents and carers to achieve the best outcomes for all pupils

## SPECIAL EDUCATIONAL PROVISION

There are four broad categories of need described in the 2014 Code of Practice:

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

Whilst these four categories broadly identify the primary areas of need, we acknowledge the importance of taking a holistic approach to identifying children's individual educational needs. Other factors need to be considered which may impact on a child's progress including: disability; attendance and punctuality; health and welfare; English as an Additional Language; being a looked-after child as well as the implications of our schools' population consisting principally of service children.

## INCLUSION OF PUPILS WITH SAEND

The SENDCo (Special Educational Needs and Disability Coordinator) and Headteacher oversee inclusion and are responsible for ensuring that inclusive practices are implemented effectively throughout the school. We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits
- practising teaching methods that suit the needs of individual pupils
- promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils

## IDENTIFICATION

There are four broad categories of need described in the 2014 Code of Practice:

- communication and interaction
- cognition and learning

- social, emotional and mental health difficulties
- sensory and/or physical needs

Whilst these four categories broadly identify the primary areas of need, we acknowledge the importance of taking a holistic approach to identifying children's individual educational needs. It needs to be considered that there are other factors which may impact on a child's progress including: disability; attendance and punctuality; health and welfare; English as an Additional Language; being a looked-after child as well as the implications of our schools' population consisting principally of service children.

All teachers are responsible for identifying pupils with SAEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with SAEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SAEND provision and close, careful observations are made to determine whether or not other differences affect the child's learning and development.

Early identification of pupils with SAEND is a priority. The school uses appropriate screening and assessment tools, and ascertains pupil progress through:

- Evidence obtained by teacher observations/ assessments.
- Foundation Stage profile scores and their progress against the criteria contained in their EYFS tracker.
- Their performance in National Curriculum subjects judged against assessment requirements.
- Pupil progress in relation to the National Curriculum objectives in English and Maths assessments.
- Records from feeder schools, baseline assessments etc.
- Information from parents
- EYFS assessments and learning journeys
- Evidence from screening tools
- Summative assessments
- Pupil tracking data

## CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEND Code of Practice which advocates a graduated response to meeting pupils' needs. High quality teaching, differentiated for individual pupils is the first step in providing for all pupils, including those who may have SAEND. The leadership team monitors the quality of teaching and learning for all pupils on a regular basis. This is our UNIVERSAL offer for all pupils.

The Graduated Response starts at the whole school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching children. Where a potential special educational need has been identified this cyclical process becomes increasingly personalised.

# UNIVERSAL SUPPORT

Having followed the school's assessment, planning and teaching process a class teacher and parents may have emerging concerns about the progress of a pupil. A meeting should be arranged with the parents so that their views can be sought, contributory factors identified and a course of action agreed. The class teacher and parent should arrange a date when they will meet to review the success of the agreed actions (the timescale of this should not exceed one term). The class teacher should meet again with the parents and the pupil (where appropriate) to review the outcomes in light of the agreed actions taken. In many instances the actions which have been put in place will help the pupil to make sufficient progress and there will be no need to move further through the process. However, if there has not been enough progress, it may be decided that a further term of action is necessary or it may be decided to involve the SENDCo at the review meeting and consider moving to targeted support.

# TARGETED SUPPORT

The SENDCo will be able to support the process of the Assess, Plan, Do, Review cycle in a variety of ways including:

- reviewing the interventions to date and identifying next steps
- carrying out further observations or assessments which will inform further planning
- advising about suitable additional intervention programmes
- providing guidance around the development of the Individual Learning plan

Advice and support can be sought from the SEND Advisor who is part of the EPSL (Educational Psychology, Speech and Language Therapy & SEND) team.

The class teacher, parent/carer, pupil, SENDCo, LSA and other staff members will all carry out their parts of the agreed intervention plan and come together to review the outcome at the agreed date. At the review there are three possible outcomes:

1. There has been sufficient progress so that involvement of the SENDCo is no longer required and an agreement that the pupil's needs can be met by the class teacher
2. Current interventions may need to continue or be adapted and a further review date agreed
3. If the teacher, pupil, parents/carers and SENDCo remain concerned about a pupil's progress following one or more of the above cycles it may be appropriate to consult with specialist agencies about the pupil. This next step should be discussed with the parents/carers and their consent for this gained

# SPECIALIST SUPPORT

The SENDCo should complete the relevant consent forms with the parent. The EPSL specialist support professionals will provide advice and support as appropriate. They may provide training or guidance for staff on appropriate interventions and in some cases, this can involve working with the child directly. The Assess, Plan, Do, Review cycle should be followed using the additional advice and expertise from the specialist and the impact of this will be assessed at a review meeting with the SENDCo, parents, teacher and the specialist. At the review there are three possible outcomes:

1. There has been sufficient progress so that involvement of the specialist is no longer required and an agreement that the pupil's needs can be met using in-school expertise
2. It may be that the current interventions need to continue or be adapted and a further review date agreed

3. If the teacher, pupil, parents/carers, teacher, SENDCo and specialist remain concerned about a pupil's progress following one or more of the Assess, Plan, Do, Review cycles it may be felt useful to involve other professionals e.g. a paediatrician or Child and Adolescent Mental Health Services (CAMHS) as appropriate, where feasible.
4. It may be felt that the pupil's needs are long term and likely to require a continuing high level of additional support in school or possibly special educational provision. A very small number of children in DCS schools may be found to have long term/complex special educational needs and are likely to require a high level of support or special educational provision. These children may require an integrated assessment, similar to that carried out in the UK and referred to as an Education Health and Care Plan (EHCP). In DCS schools this is referred to as a SCAN (Service Children's Assessment of Need). It may also be felt that the provision in the overseas location is not sufficient to meet the needs of the child and an Emergent Needs DCS Assessment of Supportability Overseas (MASO) needs to take place.

## INITIAL SAEND MONITORING

- Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.
- The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil (see ILP checklist).
- The SENDCo should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored; this does not mean they will automatically be placed on the SAEND register. An **Individual Learning Plan** support document may be completed to record adjustments and record impact/next steps. This will be shared with parents.

## SAEND SUPPORT

Where it is determined that a pupil does have SAEND, parents will be formally advised of this and the decision to add the pupil to the SAEND register is made.

The aim of formally identifying a pupil with SAEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The stage of SAEND will be extended from Universal provision for all to include Targeted provision (specifically planned learning activities) and, if external support services are utilised, to the Specialist stage.

The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

### **1. Assess**

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

### **2. Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review.

Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

This plan will be recorded in the form of a **Individual Learning Plan** which will be shared with staff, parents and the pupil. These plans indicate our graduated response and as working documents are updated continually and formally reviewed at least termly.

### **3. Do**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants (LSAs) to plan and assess the impact of support and interventions and ensure links with classroom teaching.

The SENDCo will support with further assessment and monitoring of the pupils strengths and areas for development.

### **4. Review**

Review of a child's progress will be made regularly, usually every term. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo, will revise the support outcomes and, based upon the pupils progress and development, make any necessary amendments going forward, in consultation with parents and pupils.

## **PARTNERSHIP WITH PARENTS**

*Effective family engagement throughout a child's education can add 2-3 years to their development.* (CBI, 2012; Martin-Denham, 2019)

St David's School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SAEND to achieve their potential.

The school recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.

The school aims to work in partnership with parents and carers by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SAEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing to and supporting their child's Individual Learning Plan.

In accordance with the SEND Code of Practice, St David's School values:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Parents will be kept up to date with their child's progress through annual progress reports, during parent consultation meetings, informal conversations with staff and at SEND review meetings. Parents will always be able to speak to school staff privately about confidential issues.

## ADMISSIONS PROCEDURES FOR CHILDREN WITH SEND

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan (or equivalent) and those without. **Please refer to the Admissions Policy on the school website for more details about the MOD Assessment of Supportability Overseas (MASO) process.**

St David's School and the agencies working with young people make every effort to ensure that support and assistance for pupils and parents/carers is transparent and sensitively handled. All SEND paperwork should be passed to the SENDCo by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENDCo to aid the smooth transition of the pupil, and discuss arrangements. Equally, it is encouraged that all partners work together in the identification and other processes relating to SEND. This offers the best opportunity for accurate and early identification to allow a timely and appropriate intervention. It is our commitment to ensuring that all voices are listened to throughout the process.



# ROLES AND RESPONSIBILITIES

- The Headteacher has overall responsibility for management of the policy, line management of the SENDCo, for assessment and provision for pupils with special educational needs and for keeping the School Governing Committee (SGC) informed as appropriate
- The SENDCo is responsible for overseeing the day-to-day operation of this policy and coordinating provision. A key feature of the SENDCo's role is to liaise with: parents of pupils with SEND; a range of external agencies and other schools; and with potential next providers of education to facilitate a smooth transition. The individual roles of learning support staff are coordinated, timetabled and managed by the SENDCo
- Teachers are responsible and accountable for the progress and development of all the pupils in their class (including where pupils access support from a teaching assistant or specialist staff). The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied
- The SEND Governor monitors the implementation of the policy and has an overview of the provision offered by the school. This will include contributing to the review of the SEND policy; discussions with key staff, parents, carers and pupils; observations of provision and feedback to pupils, parents and staff
- Parents are responsible for working in partnership with the school to help meet their child's needs. *St David's works to* actively engage with parents and carers to ensure that they are aware of the pivotal role they also have in relation to meeting their child's needs.

# TRAINING AND RESOURCES

Training needs for staff are discussed in staff meetings and Performance Management meetings and are identified through school development planning /observations etc. Training is provided both in-house and externally through Defence Children Services (DCS). EPSL can provide training and support to the SENDCo. Teachers and LSA staff also access courses which are centrally run with online or visiting trainers.

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SAEND pupils. The School's INSET needs will be included in the annual School Improvement Plan.

# MANAGING PUPIL NEEDS ON THE SAEND REGISTER

There is one single category of support which is known as SAEND Support. Pupils and parents/carers are fully involved at every stage of the Graduated Response. At the targeted stage of the Graduated Response the decision is made to place the name of the pupil on our SAEND register so that it is clear that the provision for these pupils is "additional to or different from" that made generally for other children or young people of the same age in a similar setting.

- If at any stage the involvement of the SENDCo is no longer required and this is agreed in the review meeting, the pupil's name is then removed from the list.
- Provision is recorded on a provision map, which is reviewed at least termly. The effectiveness of provision is regularly reviewed both in terms of outcomes for individual pupils and groups.

- The Graduated Response described in the previous section is run alongside the school's standard assessment and tracking
- Pupils' individual outcomes and targets are discussed in the meetings (as described above) and recorded on the relevant SAEND forms (at targeted or specialist stages).
- There are also records of individual interventions kept by the teacher at all stages. At targeted and specialist levels these are recorded on an *Individual Learning Plan (ILP)*. These are regularly updated and the outcomes of which are also referenced and discussed in the review meetings.
- The SEND support for pupils is outlined in the SEND Information Report, available on the website. The level of provision is decided primarily according to pupil need. This is determined by teacher assessment and discussed with the SENDCo, bearing in mind what is possible in terms of resource availability
- Relevant information is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## EQUAL OPPORTUNITIES

All practitioners at St David's School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered throughout the school. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have opportunities to experience a challenging and enjoyable programme of learning and development within the school.

## STORING AND MANAGING DATA

All sensitive pupil data is kept in secure individual pupil files to which the SENDCo and Headteacher have access. These are passed on to the new schools (via the parents/carers) when children leave St David's School. Personal/sensitive computer data is encrypted or stored within secure data systems on the school's DCS schools drive. All data kept on pupils is discussed with parents/carers and available to them.

## LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The following support services may be involved with SAEND pupils in identifying, assessing and supporting provision:

- Educational psychologist
- GP/Paediatrician (Through Host Nation services)
- Speech and Language therapists
- Occupational therapy (Through Host Nation services)
- Hearing/visual impairment services
- School Nurse Advisory Service
- Health Visitor
- British Forces Social Work Service

# COMPLAINTS PROCEDURE

Our school has a complaints policy. If you have a complaint, this should first be discussed with the class teacher who will listen to the issues and address them where appropriate. If you feel your complaint has not been resolved, please make an appointment with a member of the senior management team. If you still want to complain please see our complaints policy which can be found on the school website:

[www.stdavids.school](http://www.stdavids.school)

## Policy Details

Name of Policy Writer/Amendments	Jens Niedzwiedzki	Notes
Date Written/Amended	07/05/24	
Date Staff Consulted	07/05/24	
Date Reviewed and Approved by SGC Member/Panel	04/06/24	