



SEND POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

Aims

Our SEND policy and information report aims to:

- *Set out how our school will support and make provision for children with special educational needs and/or disabilities. (SEND).
- *Explain the roles and responsibilities of everyone involved in providing for children with SEND.

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 children with SEND.
- *[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 SEN information report

Definitions

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they;

- Have significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

A child under compulsory school age has special educational needs if they fall within the definition at part a) or part b) (above) or would do so if special educational provision was not made for them.

A child classed as having 'SEN support' is a child who is receiving support which is additional to, or different from, their peers.

A child may show a Special Educational Need in one or more of the following areas:

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Communication and interaction (C&I)

This includes children who need help to develop linguistic competence and communication skills, those with speech, language and communication needs and children who have been diagnosed with Autism Spectrum Condition. As a school we are aware that their difficulties in communication and interaction may increase the risk of emotional and mental health problems and may relate to slower development in English and other subjects.

Cognition and learning (C&L)

Children with these difficulties will learn at a slower pace than other children in their peer group. Their level of concentration would be limited in comparison. Some children will have moderate learning difficulties (MLD) or severe learning difficulties (SLD) which means they will have intellectual or cognitive impairments. The child might have a specific learning difficulty (SPLD) linked generally to one curriculum area. This is usually English or Mathematics.

Social and Emotional Mental Health (SEMH)

Children may be displaying immature social skills. They could be showing withdrawn or isolated behaviour or displaying the opposite through challenging, disruptive or disturbing behaviour. Some children may have recognised disorders in this field such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. These social, mental and emotional issues could manifest themselves as problems with mood and conduct around school. Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a child being registered as having SEND. However consistent disruptive behaviours can be an indication of unmet SEND or that other outside factors may be contributing to their behaviour.

Sensory and/or Physical need (S&P)

This is when children may need minor adaptations to the curriculum/environment due to impairments regarding hearing (HI), vision (VI) and multi-sensory impairments (MSI) meaning that the child has a combination of hearing & visual impairment. Some children may have physical disabilities (PD) and may need ongoing support and equipment to access all opportunities at school.

Roles and Responsibilities

The SENDCO

The SENDCO is Mrs O. O'Brien. She can be contacted by telephone on 01942 883773 or by email to enquiries@admin.saintgeorgescentral.wigan.sch.uk

The SENDCO will:

- Work with the headteacher 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 children with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children 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 children's 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 children and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board 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 children with SEND up to date.

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The SEND governor

Our governor with responsibility for SEND is Mr I. Hodcroft. He can be contacted by telephone on 01942 883773 or by email to enquiries@admin.saintgeorgescentral.wigan.sch.uk

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every child 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 child's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

The implementation of the Graduated Approach at St George's Central

*All teachers at St George's Central will provide inclusive quality first teaching as part of their day to day classroom practice.

*The teacher will differentiate tasks as appropriate to meet the children's needs.

*If the teacher notices continued difficulty they will have a conversation with the SENDCO who will make an audit of current provision.

*If needed, specific intervention and low level support will be put in place. This will be discussed with parents/carers.

*The class teacher and the SENDCO will monitor the interventions and adjustments to check for progress.

*If there is further concern the SENDCO will discuss this at a planning meeting with the TESS (Targeted Education Support Service) teacher and if necessary, the Educational Psychologist. It could be appropriate to get a specialised assessment from either professional to help remove barriers to learning for that child.

*At this point, if needed, we would consider referral to an appropriate external agency e.g. Speech & Language therapy, school nurse, CAMHS (The Child and Adolescent Mental Health Service), physiotherapy or charities such as Embrace.

*We would act on advice and discuss further if needed at the next planning and/or review meetings.

*If there are still concerns about a child's learning we would start to gather evidence for an EHCP (Education Health Care Plan). If a child enters our school with an EHCP already in place, school will meet the requirements outlined in the plan for that child.

If a child is attending our Nursery at Lancaster Avenue and is a two year old, we will follow the guidance outlined in Wigan Council's *High Expectations for All* document. We will pay particular attention to the Education, Health and Care (EHC) Early Years Pathway (0-5) chapter to ensure a graduated approach.

A flowchart which illustrates this process can be found on the SEND page of our website.

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Specialist Provision

At St George's Central we provide various interventions on a needs led basis. These include but are not limited to:

- Reading Explorers
- Letters and Sounds
- Sounds Write
- Maths Recovery
- Talking Partners (English/speaking/listening/social skills)
- Clever Fingers (fine motor)
- Lego Therapy
- Communication groups
- Sensory diet related activities
- Learning mentor support
- Speech and Language programmes, based around advice from speech and language therapists.
- SEALS
- Talking Tables (vocabulary/social skills/turn taking/stories)

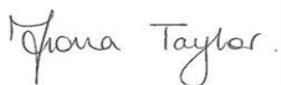
Monitoring Arrangements

This policy and information report will be reviewed by Mrs O O'Brien every year. It will also be updated if any changes to the information are made during the year.

SEND Information Report

More information about SEND provision and how this policy is put into action on a daily basis can be found within our SEND Information Report. This is available on the school website.

Developed by: Mrs O'Brien/Mr M Grogan



Chair of Governors

Date: April 2019



Headteacher

Date: April 2019

Policy approved: April 2019

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