

St. Mary's

Church of England (VA) Primary School



Special Educational Needs and Disability (SEND) Policy

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A policy rooted in Christian Values

At St Mary's Church of England (VA) Primary School we believe that everyone is created in the image of God and is of infinite worth. The school's SEND policy is based on Christian values. In our Christian community relationships are based on these core values:

- Friendship
- Compassion
- Justice
- Forgiveness
- Perseverance
- Courage

Compassion, courage and perseverance are central to the Christian gospel and the notion that every child can achieve their full potential is key to the schools SEND policy.

Objectives

At St. Mary's we believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve well. We acknowledge that a significant proportion of pupils will have Special Educational Needs or Disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period of time to help them overcome more temporary barriers to learning. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Our school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. We strive to:

- enable every pupil to experience success;
- promote individual confidence and a positive attitude.
- Ensure that all pupils receive appropriate educational provision, delivered through a broad and balanced curriculum. This provision should be relevant and adapted to specific needs, demonstrating sequential progression in learning.
- Ensure that all pupils with a special educational need or disability make appropriate steps of progress;
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision with reasonable adjustments;
- ensure that children with SEND have opportunities to express an opinion, and have that opinion taken into account in all matters affecting them;
- identify, assess, record and regularly review pupils' progress and needs;
- involve parents/carers in planning and supporting at all stages of their children's development;
- work collaboratively with parents, other professionals and support services; and
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning and the SEN Information Report. The Accessibility Plan is an integral part of this policy.

For specific steps the school takes to prevent disabled pupils from being treated less favourably than other pupils, see the Accessibility Plan and Policy.

A definition of Special Educational Needs or Disability

A child is considered to have special educational needs if they have:

- a significantly greater difficulty in learning which prevents them from fully accessing the curriculum in comparison to the majority of their peers

and/or

- a disability which either prevents or hinders the child from making use of the educational facilities provided for children of the same age in comparative schools.

Responsibilities and arrangements for the co-ordination of SEN provision

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND;
- keeping the governing body informed about SEND issues;
- working closely with the SEND lead within the school; and
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

Aspects of this work are delegated to the SENCo / Inclusion Manager.

The SENCo is: Mrs Jane Budd

The Inclusion Manager is: Mrs Miranda Collett

The **governing body** will ensure that:

- SEND provision is an integral part of the school's strategic plan;
- the necessary provision is made for any pupil with SEND;
- all staff are aware of the need to identify and provide for pupils with SEND;
- pupils with SEND join in alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they have regard to the requirements of the SEND Code of Practice (2014);
- parents are notified if the school decides to make special educational provision for their child;

- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND;
- the quality of SEND provision is regularly monitored; and
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The governor responsible for SEND is: Mrs Helen Richards

The **Special Educational Needs Co-ordinator** (SENCo/ Inclusion Manager) is responsible for:

- overseeing the day-to-day operation of this policy;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other staff;
- helping staff to identify pupils with SEND;
- carrying out detailed assessments and observations of pupils with specific learning problems;
- co-ordinating the provision for pupils with SEND;
- supporting class teachers in devising strategies, drawing up Pupil Identification Records/Pupil Passports, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND, and on the effective use of materials and personnel in the classroom;
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- directly teaching children when appropriate;
- maintaining the school's SEND register, class provision maps and records;
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs;
- contributing to the in-service training (INSET) of staff;
- managing learning support staff/teaching assistants;
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils;
- liaising with the SENCo in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other; and

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately adapted curriculum. They can draw on the SENCo/ Inclusion Manager for advice on assessment and strategies to support inclusion;
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND; and
- giving feedback to parents of pupils with SEND.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND; and
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Specialist SEND provision

Within the school we have access to a range of support and advice for specialist SEND children. We have a number of children with diagnosed ASD, and as such, many of our support staff are trained in working with and supporting children with this need. We also have teaching assistants who are trained in order to work with individuals and small groups to support social and emotional aspects of development. The SENCo deploys support staff based on skills and experiences which best benefit the children with individual needs.

Facilities for pupils with SEND

The school has a wide disabled toilet for pupil/adult use.

We have a range of areas where adults can work or support children with specific needs, such as the Rainbow Room, where intervention, counselling and therapy can be carried out with privacy.

Allocation of resources

The SENCo/ Inclusion Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan. The school has a wide range of resources to support those with SEND, such as specific writing equipment for motor-skills and visual prompt cards/timetables.

As necessary, the Headteacher informs the governing body of how the funding allocated to support special educational needs has been allocated. The Headteacher (SENCo) & Inclusion Manager meet to agree on how to use funds directly related to Education, Health and Care Plans and High Needs Funding.

Identification, assessment, monitoring and review of pupils with SEND

Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already identified by their previous educational setting or by health professionals. We use this information to provide starting points for the development of a broad and balanced curriculum, and to ensure that lessons are planned to address potential areas of difficulty and to remove barriers to a pupil's achievement.

There are four areas of need as identified in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health difficulties
- Sensory and/or Physical

The class teacher along with the SENCo/ Inclusion Manager assess and monitor a child's progress routinely as part of the school's termly pupil progress meetings and SEND monitoring. The importance

of early identification, assessment and provision for any child who may have SEND cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be.

Any of the following may trigger a concern. The child and parent/carer are involved throughout:

- Parents/carer
- Child
- Class teacher assessment
- Any of the support services mentioned later in this policy
- Records – transferred from another school
- Base line assessments
- SATS results
- In-house assessment
- Pupil tracking

In identifying children who may have SEND we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment;
- the outcomes from baseline assessment results;
- their progress against the objectives specified in the National Curriculum and EYFS Early Learning Goals;
- their performance against the level descriptions within the National Curriculum at the end of a key stage; and
- standardised screening or assessment tools.

The Graduated Approach

Class teachers, alongside the SENCo/ Inclusion Manager, identify and support children who may have SEND through a process outlined in the Code of Practice known as the Graduated Approach.

The school follows the guidance of the SEND Code of Practice and uses a graduated approach, for the identification, assessment and provision needs of pupils with special educational needs and disabilities. This approach forms the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress.

The graduated approach principle is based on the following four-part cycle:

- **Assess** – teachers and SENCo/ Inclusion Manager, with the support of parents and/or outside agencies, use a range of assessment tools to identify children's additional needs
- **Plan** – teachers adapt the curriculum and plan suitable interventions as required to meet children's additional needs
- **Do** – teacher and/or support staff carry out the necessary interventions.
- **Review** – teachers, support staff and SENCo/ Inclusion Manager, with the support of parents and/or outside agencies, review the impact of interventions carried out and the strategies implemented to decide on next steps.

Pupil Identification Record – ‘Exploration Phase’

Early identification of any concerns is vital and is recorded using a Pupil identification Record which is maintained by the SENCo/ Inclusion Manager, in order to track concerns. As necessary, the class teacher will inform the parents/carers at the earliest opportunity, to alert them to concerns and enlist their active support and participation.

SEND Support

If assessments show that a child may need some appropriate form of intervention or additional provision to aid their area of need, we use a range of strategies that make full use of all available classroom and school resources.

Any of the following may trigger concerns and may lead to the child being placed on the SEND register and receive additional support which will be documented on a Pupil Passport.

The Child:

- makes little or no progress when precise teaching approaches are targeted to a child’s identified areas of weakness;
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- presents with persistent emotional or behavioural needs which are not ameliorated by the positive behaviour management techniques employed in the school;
- has sensory or physical needs, and continues to make little or no progress despite the provision of specialist equipment; or
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum and learning environment.

The child’s class teacher together with the SENCo/ Inclusion Manager, will offer interventions or support that are different from, or additional to, those provided as part of the Quality First Teaching practices. The class teacher will keep parents informed and draw upon them for additional information.

This intervention will be recorded by the class teacher on a Class Provision Map as well as the Pupil Passport for that child, setting out the provision the child receives and adjustments that are made, along with up to three specific targets the child will be working on in order to meet their needs.

The Pupil Passport will show the short-term targets (termly) set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date of review by the class teacher in consultation with the parents or carers. The review must take place at least termly, or whenever it is felt the targets have been achieved and new ones need to be set. Pupil Passport will be in a child friendly format with the child being fully involved at every stage, where possible.

It is anticipated that the use of a Pupil Passport should be sufficient in order to meet the needs of a child and that this should be a temporary adjustment so that the child can address their areas of concern.

Should a child continue on a Pupil Passport and/or support is needed from external services for more individualised or specific input, the school will discuss this with parents and carers first. A Single Service Request may need to be completed for the support of an external agency and parental consent

given. When specialist advice is given, this may lead to additional or different strategies to those at applied at the SEND Support stage. This enhanced level of support is called '**SEND Support ***'. External support services will provide information for the child's Pupil Passport. The new strategies within the Pupil Passport will, wherever possible, be implemented in the child's normal classroom setting.

Triggers for SEND Support * may be:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum expectations substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behavioural needs which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service; or
- has ongoing communication or interaction needs that impede the development of social relationships and cause substantial barriers to learning.

Education, Health and Care Plans (EHCPs)

In exceptional circumstances, if the child continues to demonstrate significant cause for concern, a request for a statutory assessment will be made to the LA. A range of written evidence about the child will support the request and a range of advice will be sought from external agencies before making a formal application. The needs of the child are always considered to be paramount in this.

A child will be brought to the LA's attention as possibly requiring an assessment through:-

- a request for an assessment by the school;
- a request for an assessment by the parent; or
- a referral by another agency e.g. health authority, social services.

Inclusion arrangements and access to a broad and balanced curriculum

At St. Mary's we have high expectations of all our children and all children are given the opportunity to achieve their full potential. We aim to offer excellence and choice to all our children, whatever their ability or needs, through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates; and
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing appropriate support for children who need help with communication, mathematics, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, both in physical and practical activities;

- helping children to regulate their behaviour and to take part in learning effectively and safely; and
- helping to manage their emotions, particularly those caused by trauma or stress.

Teachers use a range of strategies to meet children's special educational needs. Multi-sensory learning is promoted. Lessons have clear learning intentions; class work adapted effectively, and we use assessment to inform the next stages of learning.

Pupil Passports, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

Whole school and class provision maps highlight where appropriate and targeted support is being used, ensuring that provision matches the needs of individual pupils. This also identifies how support is deployed within the school and can help to identify any potential gaps in provision.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers enjoy. There are times when, to maximise learning, children work in small groups, or in a one-to-one situation.

Monitoring and Evaluation

The school and governors routinely evaluate and monitor the success of the SEND provision. The success of the school's SEND policy and provision is evaluated through self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCo / Inclusion Manager and subject leaders;
- analysis of pupil tracking data and test results for individual pupils and for cohorts;
- value-added data for pupils on the SEND register;
- termly monitoring of procedures and practice by the SEND governor;
- the school's annual review, which evaluates the success of the policy and sets new targets for development;
- the school's strategic plan, which is used for planning and monitoring provision;
- visits from LA personnel and Ofsted inspection arrangements; and
- feedback from parents and staff, both formal and informal, following meetings to produce Pupil Passports and targets, revise provision and celebrate success.

Complaints procedure

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo/ Inclusion Manager. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the school's complaints policy.

Staff Training and Professional Development for SEND

At St. Mary's we continue to develop staff/governors expertise by making full use of courses provided by the LA, National conferences and other agencies or INSET drawing on staff specialisation. The needs are identified by the individual, the SENCo and through the School Improvement Plan. The school's Performance appraisal system will assist in highlighting training needs as will the CPD Leader

Partnership with other schools and Transition

The school liaises with all local feeder Secondary Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Similarly, our school liaises with a range of feeder early years settings for children who join us in Reception. Planning for secondary transition for some pupils may start as early as Year 5 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENCo/ Inclusion Manager visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year 6 teacher and/or the SENCo/ Inclusion Manager discuss each child and relevant information is passed on. Occasionally, a child may need to visit more often in order to prepare more fully – this is usually a child with an EHCP and they will visit with additional teacher support. All records – assessments, records of achievement and SEN records/Pupil Passports are passed on. If a Year 6 child holds an EHCP, a review is held in the Summer Term to bring together the family, child and all staff/support services involved.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENCo/ Inclusion Manager as a person to contact if further information is needed.

Working in partnership with parents

The school works closely with parents in the support of those children with SEND. We encourage an active partnership through an on-going dialogue with parents.

Parents meet regularly with the class teacher and/or SENCo/ Inclusion Manager to review and set new targets for Pupil Passports as well as other necessary meetings such as single service requests for outside agency support. As necessary, parents can request to have individual meetings with the class teacher and/or SENCo/ Inclusion Manager by contacting the main school office and arranging a mutually convenient time and date.

Collaboration with other agencies, organisations and schools

The school continually works and liaises with the following agencies in order to ensure provision is matched to individual needs. Parents and carers are always consulted and consent is sought before involving the following outside agencies:

- Educational Psychology Service
- Local Authority SEND Officer
- Specialist Advisory Teachers
- Colnbrook Outreach Service (Moderate learning difficulties - MLD)
- SpLD Advisory Service
- Chessbrook (Emotional and behaviour difficulties EBD)
- Speech and Language Services (SaLT)
- Physiotherapy
- Occupational Therapy
- Social Services

- School nurse