



Special Educational Needs & Disabilities (SEND) **Policy**

St Mary's Church of England (A) Primary School promotes the safeguarding and welfare of all students in its care: all policies support the "Safeguarding Policy", are fully consistent with the "Every Child Matters" agenda, and fully support the principles of equal opportunities for all.

2020/21

Headteacher: Mrs C Hill

SENCO: Mrs C Hill

SEND Governor : Mrs D Keen

Our Values

Perseverance, Courage, Kindness, Thoughtfulness, Forgiveness, Gratitude

School Aims

- To build a community based upon shared values and respect, which recognises the skills and achievements of all.
- To nurture individuals to be confident and motivated with high expectations of themselves and others.
- To provide a safe, secure, caring and healthy environment for all.
- To provide a curriculum which develops thinking and learning skills, promotes internationalism, creativity and curiosity.
- To enable all to become autonomous, responsible learners and sensitive global citizens.

Aims and objectives of St. Mary's CE (A) Primary School in relation to SEN provision

- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

Defining SEN

The 2014 Code of Practice says that: 'A person has SEN 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 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.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv)

St. Mary's is an inclusive school, which means that teachers use a variety of teaching and learning strategies to support the learning of all children in their class irrespective of any underlying learning need.

The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had relevant adjustments and strategies, including good quality personalised teaching. This is known as 'SEN Intervention Support'.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These students will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

The four broad areas identified within the SEN Code of Practice 2014 (p86) are as follows:

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts.

Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (Maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD)

How Pupils with SEN are identified within St. Mary's CE (A) Primary School

The purpose of identification is to work out what action the school needs to take.

The school identifies the needs of pupils by considering the needs of the whole child

which will include not just the special educational needs of the child or young person. The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the Headteacher/SENDCo and information is shared appropriately and frequently.

Although the SENCo has overall responsibility for supporting the identification of pupils with SEN in the school it is recognised that other members of teaching and non-teaching staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENDCo works closely with the Headteacher to interrogate the school tracking data

We also use a number of indicators to identify pupils' special educational needs. Such as:

- Observations
- Information from the child
- Close analysis of data including: EYFSP, termly, yearly and end of key stage assessments, reading and spelling ages
- Non-verbal assessments and annual pupil assessments, including specialised assessments carried out by members of the school's Special Education Needs Inclusion Services (SENIS).
- Any teacher or support staff concerns.
- Following up parental/carers concerns.
- Tracking individual pupil progress over time
- Liaison with feeder nurseries and schools on transfer.
- Information from previous schools
- Information from other services.
- Very close liaison at the outset with EYFS staff, the SENDCo and parents.

What is not SEN but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of Pupil Premium Grant or Pupil Premium Plus.
- Looked after child (LAC), including fostered and adopted
- Being a child/young person of servicemen/women
- English as an additional language (EAL)

The school's particular arrangements for assessing and identifying pupils as having SEN also form a part of our published Local Offer and with due regard to the general duties to promote disability equality.

A Graduated Response to SEND

Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. A specific monitoring form is completed by the teacher and discussed with the

Headteacher. This can be then used in later discussions if concerns persist. After a period of 6 to 8 weeks the concerns and monitoring form are reviewed.

How we identify and support students with SEN

All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual students. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the students' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where children continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher from SENIS or an educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored

b) Once a pupil has been identified as possibly having SEN they will be closely

monitored and assessed by staff in order to gauge their level of learning and possible difficulties.

c) The child's class 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.

d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will require.

f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference. The child will be given targeted support and may be placed on an 'intervention support plan' to ensure differentiation of provision is being undertaken.

i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

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 the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes

Assess

This involves clearly analysing the pupil's needs using the class teacher's 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 parents. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and

being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

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 may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

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. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an educational, health care plan (EHCP)) which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care

- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the LA SEN Local Offer:

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/ParentPacks/the-local-offer-2018.pdf>

Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of interventions will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. We, as a school, have a duty to co-operate so that we hold the annual review meetings as and when due and complete the appropriate paperwork for this process.

For children in year 6 – the annual review is used as a means of declaring the secondary phase provision required. Secondary colleagues are invited to attend the Annual review to ensure provision is adequate for transfer to high school.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where students are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At St. Mary's CE (A) Primary School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education

- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCo whenever they feel there is a need to by booking an appointment. However, the SENDCo is happy to meet with parents/carers, without prior arrangement, whenever this is possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services. Parents/carers are also encouraged to visit the Staffordshire County Council Local Offer website:

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/Special-Educational-Needs.aspx>

This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students.

Where children and young people also have SEND, their provision should be planned and co-ordinated. For those students with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to students and families.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate resources to support teaching and learning; this is reviewed regularly and can change during the academic year, responding to the changing needs of the children.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused group or individual intervention
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engage in regular training sessions when Quality First Teaching is addressed.

- Regular CPD is provided to all staff in school to enable the specific needs of children with SEND to be met.
- All staff have regular pupil progress meetings. The progress of all students including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy, hearing impaired) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEND in mainstream schools is delegated to the schools' budget from the LA. It is the expectation that schools provide support to their students with SEND from their SEND budget. More information regarding funding can be found on the LA website.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=o5swMxqGves>

Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Educational Need Funding (AEN)

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

Personal Budgets

Personal Budgets are only available to students with an Education, Health and social Care Plan (EHCP) or students who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

More information on Personal Budgets can be found on the LA website

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

Roles and Responsibilities

The Governing Board

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governing Board will, in cooperation with the Headteacher, determine the school's general policy and approach to provision for children with SEN and establish the appropriate staffing and funding arrangements. It will also maintain a general overview of the school's work.

The named governor for SEND is Denise Keen.

The SENDCo will:

- take a strategic role in developing, monitoring and reviewing the SEND Policy and the School Local Offer;
- oversee the identification of children needing intervention through SEN Provision, Provision Support Plan or EHC plan;
- Complete Pupil Passports for children with specific learning needs with multi agency involvement.
- work with and advise colleagues;
- co-ordinate the teaching provided for children with SEND including deploying Teaching Assistants to support the learning of children with SEND
- oversee the records on all children with SEND
- work in partnership with parents of SEND children
- involve the child with SEND in the target setting and review process
- support the in-service training of all staff
- work with external agencies
- liaise with feeder nursery schools, primary and secondary schools to enable smooth transition for children with SEND, including in term transitions
- liaise with the governor responsible for SEND
- review the quality of provision and work with practitioners to ensure children have access to suitable challenge

Class Teacher

Class teachers will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

The planning for and delivery of the SEN Support Provision Plan, is the responsibility of the class teacher.

Overall responsibility for pupil progress remains with the class teacher. All children are expected to make good progress against their appropriate starting point.

Children

Pupil participation is the goal for all children and they will become progressively more involved in setting and evaluating targets within the SEN process.

Children's views will be sought and recorded as part of the review meeting.

Parents

All parents of children with special educational needs are treated as partners.

Parents will be consulted about all action taken by the school. SEN Support Provision Plans will be shared termly with parents and their views on progress will be recorded at review meetings.

Storing and Managing SEND Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Reviewing the Policy

This document is subject to an annual review as part of the cycle of self-evaluation.