



**ST. MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL**  
Special Education Needs and Disabilities (SEND) Policy



### **Rationale**

We believe that all children are of equal worth and that we must provide, in a happy and caring atmosphere, an education that is responsive to their needs, and one that will help them achieve their full potential. They should make progress so that they can achieve their best, become confident individuals, and make a successful transition into adulthood. All children should have access to a broad and balanced curriculum. Teachers have high expectations, set ambitious targets and identify any potential areas of difficulty.

### **A child has a learning difficulty if they:**

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities

### **We aim to:**

- Promote the early identification of each child's individual needs
- Meet all children's needs, be they social, emotional, academic or physical
- Provide all children with equality of opportunities so they can engage in all aspects of school life
- Ensure that all children feel valued as part of our community
- Seek and take account of the views of each child
- Involve and consult parents at every stage of the process

### **Roles and Responsibilities**

#### **Teaching staff will:**

- identify, through their daily practices, children who are not achieving or behaving as expected
- produce a Single Support Plan (My Plan) and 'One Page Profile' in consultation with the SENDCo
- implement and review strategies as set out in the Single Support Plan
- liaise with parents/carers and the child, regarding the strategies used and support being given
- work with all children individually and maintain confidentiality at all times

#### **The SENDCo will:**

- oversee the day-to-day operation of the school's SEND policy
- maintain the SEND register
- co-ordinate, support and liaise with outside agencies
- carry out Educational Health care Plan (EHCP) Annual Review meetings
- ensure that all children receive the necessary provision to support their needs
- ensure that parents are notified when their child is placed on the SEND register
- attend training and SENDCo network meetings
- lead INSET/PDMs for staff/governors and disseminate information as appropriate
- request, complete and submit an Education, Health and Care needs assessment, if needed, to the Local Authority

#### **The Leadership Team will:**

- support the SENDCo to ensure all procedures regarding SEND provision and practice are carried out fully
- keep the governing body informed of developments with SEND
- ensure that the quality of teaching and progress for children with SEND is a core part of the school's appraisal and professional development arrangements
- organise Teaching Assistants' timetables

#### **The Governing Body will:**

- ensure that the necessary provision is made for any child who has a special educational need and disability
- nominate a specific governor who will adopt a monitoring and liaison role for SEND
- ensure that the school's arrangements for assessing and identifying a child with SEND are agreed as part of the Local Offer and publish these arrangements on the school's website

## **Medical Conditions**

The Children and Families Act 2014 places a duty on schools to make arrangements to support children with medical conditions. Individual Healthcare Plans specify the type and level of support required to meet the medical needs of such children. (see Medical Managing Guidelines).

## **Disabled Children**

Many children who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This includes sensory impairments such as sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

## **Identification, Assessment and Provision**

If a child has an identified special educational need and disability when they start at St Mary’s Church of England Primary School, the first response will be high quality teaching targeted at the child’s area of need. Where progress continues to be less than expected, the Headteacher, SENDCo and class teacher will:

- use information from the child’s previous setting to provide a starting point
- highlight areas for early action to support the child within class
- assess the child and identify any learning difficulties
- ensure assessments and observations provide regular feedback to teachers and parents, and use these outcomes to form the basis for planning a child’s ‘next steps’.

## **Early Identification**

We believe in the importance of early identification through assessing childrens’ learning. This is monitored by the class teacher through curriculum mastery, assessments and observations. This is also monitored by Key Stage Leaders and Senior Leaders of the school.

- **Persistent disruptive or withdrawn behaviours** do not necessarily mean that a child has SEND: we will assess causal factors such as undiagnosed learning difficulty, communication or mental health issues, or arrange for an Early Help Assessment (EHA) if housing, family or other domestic circumstances may be contributing to the presenting behaviour.
- **Slow progress and low attainment** do not necessarily mean that a child has SEND, however we will not assume that attainment in line with chronological age means that there is no learning difficulty or disability.
- Pupils with **English as an Additional Language (EAL)** do not necessarily have SEND: we will liaise closely with the Ethnic Minority and Traveller Achievement Service to ascertain whether or not the child with English as an Additional Language also has SEND. Speech and Language Therapists can also identify if a child with EAL, with the assistance of a translator.

**There are four areas of need as set out in the SEND Code of Practice:**

### ***Cognition and Learning Needs***

Learning difficulties: Moderate (MLD), Severe (SLD), profound and multiple (PMLD) and Specific Learning Difficulties (SpLD) e.g. dyslexia, dyscalculia and dyspraxia.

### ***Social, Emotional and Mental Health Needs***

Children may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### ***Communication and Interaction***

Children and young people with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others.

Children with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also have difficulties with language, communication and imagination, which can impact on how they relate to others.

### ***Sensory and/or Physical Needs***

A disability which prevents or hinders children from making use of educational facilities. 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.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

***SEN support takes the form of a four-part cycle:***

**Assess**

After identifying a child as needing SEND support:

- The class teacher, working with the SENDCo, will carry out a **clear analysis of the child's needs** (teacher assessment, experience of the child, previous progress and attainment, information from the school's core approach to child progress, attainment, behaviour, views and experience of parents, the child's own views and advice from external support services). We will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the child is developing.
- This **assessment will be reviewed three times a year**. This helps to ensure that support and intervention are matched to needs, barriers to learning are identified and overcome, and that a clear picture is developed of the interventions put in place and their effect.
- The school will **liaise with outside professionals** from health or social services to help inform the assessments.

**Plan**

When it is decided to provide a child with SEND support, the school will discuss this with the parents. The teacher and the SENDCo will agree, in consultation with the parent and the child, the **adjustments, interventions and support to be put in place**, as well as the **expected impact on progress, development or behaviour**, along with a clear date for review.

All **teachers and support staff** who work with the child will be made **aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches** that are required.

**Parents will be made aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.**

**Do**

The class teacher is responsible for delivering support for the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the child. They work closely with Teaching Assistants or specialist staff involved, to plan and assess the impact of support and interventions, and how these can be linked to classroom teaching.

**Review**

The effectiveness and quality of the support and interventions and their impact on the child's progress will be reviewed and evaluated by the agreed date. The class teacher, with the SENDCo, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a child has an EHC plan, the Local Authority must review that plan every twelve months as a minimum. We will co-operate in this review process, convening and holding annual review meetings.

**Involving Specialists**

Where a child continues to make less than expected progress, the school may involve specialists at any point to advise on early identification of SEND and effective support and interventions. The child's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child, in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. The Local Offer sets out clearly what support is available from different services and how it may be accessed. The Local Offer is available on our website.

**The Local Offer**

The school's Local Offer includes information about:

- who to talk to about SEND at St Mary's Church of England Primary School and Nursery
- special educational provision for children at St Mary's Church of England Primary School and Nursery
- arrangements for identifying and assessing children's SEND
- the admissions of disabled children and access arrangements that are in place
- specialist services
- transition arrangements for children with SEND
- the allocation of resources

### Single Support Plan

Strategies used to enable the child to progress should be recorded within a Single Support Plan, recording only that which is additional to, or different from, the differentiated curriculum plan. It focuses on two or three individual targets that match the child's needs and is discussed with the child and their parents.

This will include:

- short term targets
- teaching strategies
- provision to be put in place
- when the plan is to be reviewed
- the outcome of the action taken

### Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment. To inform its decision, the Local Authority will expect to see evidence of the action taken by the school as part of SEND support.

### Partnership with parents

We provide an annual report for parents on their child's progress. Where a child is receiving SEND support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school. The class teacher will meet parents three times each year to discuss the Single Support Plan. It provides an opportunity for the parent to discuss their child's needs, together with the teacher, and agree aspirations for the child.

### The school will ensure that it:

- . recognises the personal and emotional investment of parents and be aware of their feelings
- . focuses on the child's strengths as well as areas of additional need
- . ensures that parents understand procedures, are offered support and are given documents to discuss before meetings
- . allows sufficient time to explore the parents' views and to plan effectively

### Child participation

The views of the child should be included in these discussions. This will be through involving the child in all or part of the discussion itself, or gathering their views as part of a One Page Profile.

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

*The United Nation Convention on the Rights of the Child*

Each child will be given an opportunity to talk about his/her progress and, whenever possible, their views will be recorded and acted upon.

### Education, Health and Care Plans

The purpose of an EHC Plan is to make special educational provision to meet the needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, Local Authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child
- provide a full description of the child's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child's needs and aspirations
- specify the provision required, and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

The following requirements apply to reviews where a child attends school:

- The child's parents, a representative of the school, a local authority SEND Officer, a health service representative and a Local Authority social care representative must be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited.
- The school will seek advice and information about the child prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting.

- The meeting must focus on the child's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. Children and parents will be supported to engage fully in the review meeting.
- The school will prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school's or other recommendations and those of others attending the meeting.

#### **Publishing Information**

The governing body will publish information on the school's website about the implementation of the governing body's policy for children with SEND. The school's Local Offer will also link to the Local Authority's Local Offer, so that parents are aware of services that are available to support their children.

#### **Monitoring and Evaluating**

The effectiveness of the policy can be assessed by analysing child progress, eliciting the views of staff, parents and children, and reviewing record keeping procedures. The SEND Governor will have a key role within this process, alongside the Leadership Team. The policy will be re-visited annually and amended as necessary in the light of national or school recommendations.

#### **Resources**

- \* SEND resources are enmeshed in the resources for the whole school. The main resource bank is in the Headteacher's office
- \* The SEND budget is not separated out from the whole school budget except where a child has an Education Health Care Plan and receives Matrix funding from the LA
- \* We pay an annual subscription to Fosseyway Resource Base, which houses materials and equipment for the entire Norton Radstock network of schools
- \* Teaching Assistants (TAs) help teachers to put the identified provision and SEND Support Plans into action

#### **Monitoring and review**

It is the responsibility of the governing body to monitor the effectiveness of this policy annually, as part of the school cycle of self-evaluation.

(Please see related policies Assessment, Recording and Reporting; all curriculum policies; Homework; Inclusion, Equality and Diversity; Confidentiality)

**Admission arrangements:** See school Early Years and Admission Policy

**Complaints:** See the school's Complaints Procedure

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