



Special Educational Needs and Disabilities (SEND) Policy

Ethos.

At St. Mary's CE VA Primary School our vision is of a caring and loving community where we light the spark of curiosity, build on individual talents and give people the courage to be the best they can be. Recognising its foundation, St Mary's CE VA Primary School will preserve and develop its Christian character in accordance with the principles of the Church of England and the school's trust deed. The Christian ethos underpins all that the school seeks to achieve and our distinctive values are evident through our inclusive approach to serving our community. We strive to foster and encourage the following core values and qualities – respect, responsibility, creativity, perseverance and friendship within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith and promote Christian Values through the experience we offer all our pupils.

Aims

At St. Mary's Primary School we believe that all children have an equal right to an excellent education which enables them to achieve their full potential. If a child is identified as having a Special Educational Need the school will ensure that effective provision is made for that child to enable them to access the curriculum and become a successful learner.

Objectives

The objectives of this policy are:

- To identify, at the earliest possible opportunity, barriers to learning and children whose progress is a cause for concern.
- To ensure a whole school approach to Special Educational Needs where the Governing Body will, in cooperation with the Headteacher, ensure provision for children with special educational needs.
- To acknowledge that all teachers are teachers of pupils with special educational needs and that these special needs will normally be met in the mainstream setting.
- To create an environment that meets the educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To enable pupils with differing needs to make the maximum progress.
- To give all children full access to all elements of the school curriculum.
- To ensure parents feel able to play a role in their child's education.
- To make clear the expectations of all partners in the process, to seek and take into account the views of pupils.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To work within the guidance provided in the SEND Code of Practice (2014)

Definition of SEND

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

Identifying Special Educational Needs

There are four areas of need identified in the new Code of Practice

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical Needs

The purpose of identification is to consider the best action which may be taken to improve the child's learning outcomes and quality of life, not necessarily to fit a child into a category. Other needs are also considered because our desire is to support and nurture the whole child. Areas which may impact on progress and attainment but which are not SEN include:

- English as a child's second language
- Attendance and Punctuality
- Health and Welfare
- Being in receipt of the Pupil Premium Grant
- Being a 'Looked After Child'
- Being the child of a parent working in the military services
- Behaviour which indicates another need

The Graduated Approach to SEND Support

All pupils, whatever their disability or learning needs, are welcome at St Mary's School where we follow statutory procedures (Equality Act 2010) to ensure their inclusion in all aspects of school life. This includes after school clubs and school trips, assemblies and school productions.

As soon as a pupil is enrolled at the school, steps are taken to ensure that any disability or learning need is identified. This can take the form of paperwork received from the LA or a previous setting, concerns raised by early years' staff, discussion with parents or scrutiny of early assessments. Concerns that are raised receive special attention and are reviewed regularly. This process is summed up in the phrase '**assess – plan – do – review**' and is the basis for identifying and supporting a child with Special Educational Needs.

All pupils receive quality first teaching from their class teachers. Struggling pupils will receive personalised teaching which may involve receiving support from a TA or the use of a support intervention decided upon by the teacher and SENCO. If a child does not make adequate progress they

may be placed on the SEN register under the category of SEN Support and a 'My Plan' drawn up with parents to pinpoint the best and most desirable outcomes for the pupil's learning.

- Assessment is made through tracking pupil progress, talking to parents and pupils, liaising with pre-school or previous school staff and using assessments from within the school or through external agencies.
- Planning takes the form of using the Gloucestershire LAs '**My Plan**' documents which are drawn up by the teacher in conjunction with both the pupil and parent. Discussions are held at either parents' evenings, AFA (achievement for all) structured conversations or parents' consultation meetings. The My Plan sets out a number of outcomes which the child might reasonably be expected to achieve when they have appropriate support. They may be educational needs or those to do with emotional or physical needs.
- Doing The pupil may receive short term intervention support, group work or one to one support. They may need additional learning aids which will be provided. The teacher sees that these interventions are in place and oversees their delivery.
- Review takes place every six weeks and involves an assessment of achievement, discussion with parents and pupils and the review of the My Plan outcomes. In the light of this process the cycle may then continue with the setting of new outcomes.

Managing Pupil Needs

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and are differentiated appropriately. My Plans, layered curriculum targets and behaviour plans feature in the planning of provision that is made in the school.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences their peers enjoy. There are times though when, to maximize learning, children work in small groups or in a one-to-one situation outside the classroom e.g. social language groups or Speech Therapy work.

The role of the class teacher

The class teacher remains responsible for implementing the support which is set out in the My Plan. He/she is also responsible for reviewing the outcomes of the Plan after six weeks and then discussing them with the pupil or his parents. Parents meet with the teacher for a minimum of three times a year although many informal discussions take place over the course of the year. The pupils discuss their outcomes termly.

The role of the SENCO

The SENCO supports the staff by suggesting additional interventions, assessing the impact of all support programmes, and keeping a termly chart of SEND interventions being used across the school (Provision Mapping Grid). The SENCO also conducts informal discussions with the pupils when she drops in to the classes to assess support. The SENCO analyses the progress made by all children with SEN in order to notice and act upon any data which suggests that a child is slipping behind. After assessment of outcomes the SENCO, teacher or parents may suggest involving the expertise of an outside agency. The SENCO will refer the pupil to the appropriate agency.

Outside agencies

The school works closely with the Educational Psychology Service, the Team for Communication and Interaction, the Team for Cognition and Learning and the Team for Physical Disabilities including Mobility, Visual and Hearing Support.

The services run by the Speech and Language Therapy team, the Occupational therapist, school nurse, Counselling and Behaviour Support are also involved. An outside teacher also advises us on appropriate support for pupils whose first language is not English.

My Plan Plus

If, after this, the pupil is making little or no progress the SENCO, teacher and parent will meet to decide whether to move the pupil onto the next part of the Graduated Approach. Any outside agencies involved with the pupil will be asked to attend a 'Team around the Child' meeting (TAC meeting) and will discuss further outcomes and support. This stage is called 'My Plan Plus' and will proceed through the same cycle of assess – plan – do – and review. As before, parents are fully involved in all stages of the process.

EHCP

A minority of learners may need further support due to the severity of their needs. The final step in the Graduated Approach is to apply to the LEA for an Education and Healthcare Plan (EHCP). The application actually comes from the parents who are supported by the TAC and who can use all the gathered evidence as part of their application. This statutory support can be partly funded by the local authority and usually takes the form of one to one support. Parents have the right to be involved in all decisions including those about funding. If issued, an EHCP can stay in place until the young person is 25 years old – it's primary focus being the support of the 'whole' person.

Support for pupils with medical conditions and disabilities

The school keeps a register of pupils who have medical needs and this is regularly updated. Every class has a copy of the register and pupils with allergies or special needs are highlighted to ensure that they are brought to everyone's attention. The school has wheel chair access, disabled toilets, stair lifts, and handrail and step marking. A disabled pupil has a written PEP (Personal Evacuation Plan) and a risk assessment is written when the pupils travel outside the school. The school is in contact with many agencies of support such as

- Speech and Language therapist,
- Occupational therapist,
- Educational Psychologist,
- Teachers from the Advisory Teaching Service (Physical support including Visual and Hearing loss),
- Counselling service,
- Communication and Interaction service
- School nurse

We have policies relating to pupils with medical conditions, the administering of medicines, access arrangements, safeguarding, anti-bullying and child protection. Some pupils may need to have an Intimate Care Plan which is updated at least once a year. Those with an EHCP or Statement of Special Educational Need have all aspects of their need reviewed annually.

Partnership with parents

- Named governors are responsible for different aspects of special needs education and are always willing to talk to parents.
- Parents are encouraged to take an active contribution in their child's education through the AFA structured conversations which are run three times a year.
- Parents are kept fully informed and their wishes are taken into account at all stages of the special educational needs process.
- Parents of children with special educational needs are invited to meetings to discuss their child's progress at least 3 x per year.
- Copies of My Plans and reviewed Plans are regularly sent to parents.
- Parents are encouraged to discuss their concerns with their child's class teacher or the SENDCo, PAIL or Headteacher.
- Parents with concerns can also consult the LEA funded Parent Partnership service which provides impartial help and advice.
- The school provides access to the LA's Local Offer and SEND Information report which are found on its website.
- In some cases home/school diaries are used to encourage the links between school and parents.
- Family groups are run by the Pastoral and Inclusion Lead.
- Pre-school groups are run by the Early Years TA.

Roles and Responsibilities

The Governing Body, in co-operation with the Head teacher,

- determines the school's general policy and approach to provision for pupils with Special Educational Needs
- agree the appropriate staffing and funding arrangements
- aims to secure the necessary provision for any pupil identified as having special educational needs.
- through the Head teacher and SENDCo, ensure that all teachers are aware of the importance of providing for children with special educational needs
- monitors SEND provision and progress of SEND pupils

The Head teacher is responsible for

- the overall management of the provision for Special Educational Needs
- ensuring the Governing Body is fully informed about SEN support
- Informing the governing body about SEN funding
- Managing and supporting the school's SENDCo and PAIL

The SENDCO is responsible for:

- managing the day-to-day operation of the policy
- coordinating the provision for, and managing the responses to, children's special needs
- supporting and advising colleagues; contributing to in-service training of staff
- discussing new SEN initiatives and children of concern
- managing the SEN budget and buying appropriate support materials
- maintaining the school's SEN register
- contributing to and managing the records of all children with special educational needs
- managing the school-based assessment and completing the documentation required by outside agencies and the LEA
- being the line manager for TAs responsible for EHCP pupils
- referring pupils to external agencies
- acting as link with external agencies and other support agencies
- attending the annual SENCO conference and SENCO cluster group meetings
- monitoring and evaluating the special educational needs provision and, with the Head teacher and SEN governor, reporting to the Governing Body
- writing and updating the SEN Self review document
- writing and updating the SEN Information document
- reviewing the impact of whole school interventions
- writing and reviewing the school Provision mapping documents

The PAIL (Pastoral and Inclusion Lead) is responsible for:

- assessing and reviewing the support of Pupil Premium children
- tracking progress and monitoring provision for disadvantaged children
- managing the Pupil Premium budget
- reviewing and assessing school interventions
- running daily intervention support groups for SEN pupils
- liaising with parents about pastoral issues
- running family support meetings: promoting engagement
- writing CAFS
- acting as the Deputy Child Protection Officer
- attending CP core group and review meetings
- running support groups for the training of TAs
- keeping an up to date register of pupils with medical needs and writing new Medical Protocols
- updating the Anti-bullying policy
- updating the Accessibility policy
- updating the medicines policy
- writing Risk Assessment Plans for pupils with physical disabilities
- writing Intimate Care Plans for pupils with medical needs
- organizing TA meetings and liaising with the management and deployment of TAs

At St. Mary's we believe all children have the right to be involved in their education and we actively involve children in our target setting procedures. Outcomes are discussed with children and evaluations are reviewed with them. At Annual reviews children's opinions are sought and recorded on the review forms. Regular child/teacher conferencing takes place as part of our AFA approach.

This policy has been written and updated by the school SENDCO (Mrs Julie Morriss), Pastoral and Inclusion Lead and SLT advocate (Mrs Helen Silins) and the SEN governor (Mrs Vicky Redding). We acknowledge the contributions of the SLT, Head teacher, staff and parents of SEND pupils. All of the above may be contacted through the school secretary :

admin@st-marys-tetbury.gloucs.sch.uk

This policy complies with the guidelines and inclusion policies laid out in the new SEND Code of Practise 0 – 25 (2014), the Local Education authority and the other policies current within the school. If you have any comments which you wish to add or questions relating to this policy please contact the Head Teacher or SENDCo. There is also a Comments and Complaints policy (see website) and parents are urged to follow these procedures if necessary.

Signed

Date:

Review date: