

SEND policy and information report

St Mary's Church of England Primary School



Approved by: The Teaching and Learning Committee **Date:** 16/1/18

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1. Aims

At St Mary's Church of England Primary School (St Mary's) we believe that all children have an equal right to an education that enables them to achieve their full potential. Our vision is of a caring and loving community where we light the spark of curiosity, build on individual talents and encourage everyone to be the best they can be. All pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with Special Educational Needs (SEND) will meet or exceed the high expectations we set for them based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure a whole school approach to SEND
- Acknowledge that all teachers are teachers of SEND and are responsible for the progress of SEND children in their classes
- Work within the guidance provided in the SEND Code of Practice (2014)

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

The 2014 Code of Practice states that:

A Person has SEN if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has 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- 25 Years- Introduction xiii and xiv)

Special educational provision is education or training that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools.

4. Roles and responsibilities

4.1 The Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo is Judith Selwood (Contact admin@st-marys-tetbury.gloucs.sch.uk).

The SENDCo:

- Works with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Works with the headteacher and SEND governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustment and access arrangements
- Monitors the provision of SEND within the school.
- Has day to day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND
- Provides professional guidance to colleagues and works with staff, parents and other agencies to ensure the needs of pupils with SEND are met
- Is the point of contact for external agencies, especially the local authority and its support services for pupils with SEND.
- Ensures the school keeps the records of pupils with SEND up to date
- Analyses progress of SEND children
- Liaises with potential next providers of education to ensure pupils and their parents are informed about next options and a smooth transition is planned.
- Is a member of the school's Senior Leadership Team (SLT)

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- With the headteacher, SENDCo and Governing Body agree the appropriate funding and staffing arrangements

4.3 The Headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The development of every pupil in their class including those with SEND and /or a disability
- Implementing the support which is set out in the My Plan and reviewing the outcomes of the My Plan and discussing the outcomes with the pupil and parents.
- Keeping parents informed and meeting with parents a minimum of 3 times a year.
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provisions
- The effective deployment of additional adults
- Differentiating and planning provision for SEND pupils within all lessons
- Ensuring they follow this SEND policy

5. SEND information report 2018-19

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and Interaction e.g. autism

Cognition and Learning e.g. specific learning difficulties

Social, Mental and Emotional health e.g. attachment disorder

Sensory or/and Physical needs e.g. visual impairment, hearing impairment, physical disability

5.2 Identifying pupils with SEND and assessing their needs

As a school we recognise the importance of identifying student's additional needs and we strive to identify these at the earliest point possible. At St Mary's we work closely with pre-schools to understand the needs of individual children before they begin school. The SENDCo, Pastoral and Inclusion Lead and Early Years teachers meet with pre-school staff and attend review meetings for children already identified as having SEND. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages where appropriate. Teachers monitor children's understanding and progress throughout all lessons and quickly identify children who are not making progress in line with their peers. Staff will discuss any concerns with parents and the SENDCo.

All children are subject to age related testing and assessment by their class teachers throughout school. From this we can identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Those who fail to meet age appropriate scores or make adequate progress will be the subject of further assessments as to whether there is an SEND need or other barrier to learning. This can involve further assessments, talking to parents and the child, liaising with pre-school or previous schools, discussion during pupil progress meetings, looking at work and if necessary guidance from outside agencies.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine whether the need can be met within the classroom or if something additional is needed. If additional resources are needed then the child will be placed on the school SEND register under the category of School Support.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Many things can impact on a child's progress and attainment. Areas which may impact but are not SEND include:

- English as an Additional Language
- Attendance and Punctuality
- Health and Welfare
- Pupil Premium
- Being a 'Looked after child'
- Being the child of a parent working in the military services
- Behaviour which indicates another need

5.3 Consulting and involving pupils and parents

It is our wish to involve parents in all aspects of their child's learning and we encourage parents to speak to school staff if they have any concerns about their child's learning.

When a concern has been raised about a pupil's achievement and/ or progress we will have early discussions with the pupil and their parents to identifying if they need special provision. Children will complete a 'My Profile' to share their views on their learning and what helps them and what they find hard. The class teacher and/or SENDCo will then meet with parents to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parent's concerns are taken into account
- Everyone understands the agreed outcomes for the child
- Everyone is clear on what the next steps are

Termly reviews and target setting meetings are planned through structured conversations. Before each meeting the views of the child are sought and recorded and any previous targets reviewed. The pupil is able to attend the meeting if they wish to. Based on these meetings, My Plan targets are set and shared with pupils and successes celebrated.

5.4 Assessing and reviewing pupils' progress towards outcomes

When a child is placed on the SEND register the school will take action to remove barriers to achievement and put effective provision in place following the four-part cycle known as the graduated response:



Assess

The pupil's attainment and progress will be reviewed regularly against their individual targets and in comparison to their peers and national data. We will also review the effectiveness of the support and interventions and their impact on the pupil's progress.

Plan

The class teacher will discuss the child with the SENDCo and then meet parents to discuss the pupil's learning needs and identify any barriers to learning. Targets will be set which are specific and outcome led. Then resources and actions will be identified to meet the need both in school and at home. This conversation will be recorded as a My Plan and a copy will be shared with parents.

Do

All teachers are teachers of SEND and therefore will remain responsible for the teaching and learning of the child on a daily basis and for their progress. The teacher will also oversee that any additional learning aids are used appropriately and that interventions and support are managed appropriately. This will be with support and advice from the SENDCo.

Review

My plans are reviewed at least 3 times a year. This will inform the planning of the next steps for further support or where successful the removal of the pupil from SEND support.

My Assessment/ My Plan +

If a child continues to struggle and shows a significant gap in progress between themselves and their peers a My Assessment will be undertaken. This will bring together all information about the child and their needs from school, the child, parents and outside agencies. There will then be a Team Around the Child (TAC) meeting to discuss their needs and further outcomes and support will be discussed and recorded in a My Plan +. This will follow the same graduated response cycle of assess-plan-do-review. Targets for My Plan + children will be reviewed every 6-8 weeks.

EHCP

A minority of learners may need further support due to the severity of their needs. It would then be appropriate to apply to the local authority for an Education and Healthcare Plan (EHCP). If issued this provision will provide additional support and guidance to meet the needs of the pupil. This provision will be reviewed annually in line with statutory regulations.

5.5 Supporting pupils moving between phases and preparing for adulthood

Planning for transition usually takes place within the Summer term when pupils visit their new classes. Teachers share information about the children to ensure specific needs are recognised. Some children will require individual transition plans to provide further support when moving between phases within the school. When children move to a new school we will share information with the receiving school. Year 7 teachers meet with the class teachers, SENDCo and pastoral and Inclusion Lead to discuss individual pupil needs. The child will have an induction suited to their needs e.g. visiting the school for extra sessions with the support of a TA.

5.6 Our approach to teaching pupils with SEND

All pupils receive quality first teaching from their class teachers. Children who are not making satisfactory progress may receive personalised teaching which may involve differentiation of the curriculum or additional support from the Class Teacher or TA. A child with SEND may also need additional support which may include:

- An individual learning programme
- Evidence based interventions
- Making or changing materials, resources or equipment
- Working with the child in a small group
- Using specialist equipment
- Allowing longer processing times
- Pre teaching of key vocabulary
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
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In 2017-18 interventions used have included:

- Better Reading Partnership – a 1:1 reading support programme
- Speech and Language programmes- as developed by the speech and language therapist
- Numicon maths
- Dancing Bears – a phonics and spelling programme
- Apples and Pears- a reading programme
- The Fizzy Programme- to develop gross physical movement
- Fine Motor skills
- Time to talk- language and communication development

- Precision teaching- 1:1 based on individual targets
- Plus 1 maths and The Power of 2- 1:1 maths programmes based on key facts
- On Track Maths – a group booster to close the gaps in maths
- Beat Dyslexia – a 1:1 programme
- Catch Up Maths- a 1:1 maths support programme

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Expertise and training of staff

Training needs are identified in response to the needs of pupils currently on the SEND register.

In 2018-19 training included:

Who	What	Delivered by
<i>All Staff</i>	<i>ADHD awareness</i>	<i>Educational Psychology Service</i>
<i>All Staff</i>	<i>Safeguarding</i>	<i>Deputy Designated Safeguarding Lead</i>
<i>All Staff</i>	<i>GDPR training</i>	<i>Gloucestershire CC</i>
<i>All Staff</i>	<i>Colourful Semantics</i>	<i>Speech and Language Therapist</i>
<i>All Staff</i>	<i>Target setting, planning and use of Provision Map</i>	<i>SENDCo</i>
<i>Foundation Stage Staff</i>	<i>Introduction to Selective Mutism</i>	<i>Speech and Language Therapist</i>
<i>SENDCo</i>	<i>National and Local updates</i>	<i>Cluster Meetings</i>
<i>SENDCo</i>	<i>Dyslexia Training : Day 3</i>	<i>Swindon Dyslexia Service</i>
<i>Foundation Stage Teacher and Teaching Assistant</i>	<i>Selective Mutism</i>	<i>Speech and Language Therapy Service</i>
<i>Selected TAs</i>	<i>Circle of Friend</i>	<i>Educational Psychology Service</i>
<i>Selected TAs</i>	<i>Emotional Literacy Support Assistant (ELSA)</i>	<i>Educational Psychologist</i>

5.9 Evaluating the effectiveness of SEND provision

The SENDCo, SEND Governor, Headteacher and SLT regularly monitor and evaluate the quality of provision for all pupils. This will be measured through:

- Analysis of pupil tracking data and test results
- Progress against national data and based on age and starting points
- Interventions baseline and exit data
- Progress against individual targets
- Work scrutiny
- Pupil conference
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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 inclusion in all aspects of school life. This includes after school clubs, school trips, assemblies and school productions. Reasonable adjustments will be made to promote access to all areas of the school curriculum for pupils with a disability e.g. an extra adult to accompany a child on a school trip, subject to risk assessment.

5.11 Supporting Pupils with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the equality act 2010.

The school keeps a register of pupils who have medical needs and this is regularly updated. Every class has a copy of this register and pupils with significant need are highlighted to ensure that they are brought to everyone's attention.

We have policies relating to the administering of medicines, access arrangements, safeguarding, anti-bullying and child protection.

Some pupils will need a Personal Evacuation Plan (PEP) and/ or a Personal Care Plan. These are reviewed at least once a year.

5.12 Working with other agencies

The school works closely with:

- The Educational Psychology Service
- The Advisory Teaching Service including the teams for: Communication and Interaction; Cognition and Learning and Physical Disabilities
- The Speech and Language Therapy Service
- The Occupational Therapist Team
- The school Nurse
- The Virtual school
- Counsellors and Behaviour Support
- Children and Young People Service

5.13 Complaints about SEND provision

We urge parents/carers with any concerns regarding SEND policy or provision made for their child to speak to us as soon as possible; in the first instance to the child's class teacher. If the parents, then feel the child's needs are not being met they should make an appointment to see the SENDCo and if required the Headteacher.

If they still feel further action should be taken they will be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Useful Links

FAMILY INFORMATION SERVICE

Family Information Service (FIS) can provide a huge variety of information to families with children 0 -19 ranging from nurseries, out of school clubs, childcare and much more

Freephone: 0800 542 02 02 (Mon-Fri 9am to to 5pm)

Fax: 01452 544010

Email: familyinfo@gloucestershire.gov.uk

Online: www.glofamiliesdirectory.org.uk

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)

Confidential impartial advice for parents or carers whose children (between the ages of 0 and 25 years) have special educational needs.

Freephone: 0800 158 36 03

Email: sendiass@carersgloucestershire.org.uk

Online: www.sendiassglos.org.uk

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf

5.15 The Local Authority local offer

Gloucestershire Local Authority's SEND local offer is published here: www.glofamiliesdirectory.org.uk

6. Storing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to meet the individual child's needs. Pupil SEND files are kept in a locked filing cabinet and in a password protected folder on the SENDCo's laptop/drive. Individual SEND files are transferred to receiving schools when pupils leave St Mary's.

7. Monitoring arrangements

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

It will be approved by the governing board.

8. Links with other policies and documents

This policy links to the following policies:

- Accessibility
- Behaviour and Discipline
- Safeguarding and Child Protection
- Anti- Bullying
- Medicines in School
- Equal Opportunities
- Intimate Care