

Excellence Together, Learning Through Faith.



St Mary's C of E (VA) Primary School

To be a caring, inclusive, Christian environment, nurturing a life-long love of learning where we can work together to learn, to grow, to serve. We are proud to support the whole community and by collaborating will enable all children and adults within it to live fully whilst 'shining brighter and brighter' Proverbs 4:18.

“St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect their differences.”

Special Educational Needs Disability Policy

This policy is GDPR compliant.

Date of issue: October 2018

Last reviewed/adopted: October 2018

Next review date: Autumn 2019

Signed: _____

Date: _____

This document should be read alongside the school's SEN Information which is also published on the school website <http://www.stmarys916.herts.sch.uk/about-our-school/policies/> . The SEND information is updated annually. This policy sets out the school's over-arching principles regarding Special Educational Needs and Disability and is reviewed every year. Both the SEN Information and the SEND policy have been written using guidance from the **SEND Code of Practice** (January 2015), the **Equality Act 2010** and **Part 3** of the **Children and Families Act 2014** relating to school systems for responding to the needs of pupils with SEND.

School Aims

With a whole-hearted commitment to putting our Christian faith and spiritual development at the heart of St Mary's, we aim to:

- achieve excellence in all that we do
- deliver the highest standards of teaching and learning
- develop happy, confident children, instilled with a life-long love of learning
- create an environment where everyone in the school can reach their full potential
- encourage mutual respect, acceptance and tolerance throughout our community
- encourage a true partnership between the school, parents, the parish, governors and the local authority, for the benefit of our children

Every teacher is a teacher of every child or young person including those with SEND.

The school's Special Educational Needs Co-ordinator (SENDCo) is Mrs. Sarah Stewart who holds the National SENCo Award and is a member of the Senior Leadership Team (SLT). The SENDCo can be contacted via the School Office.

Aims of the SEND policy

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEN Code of Practice 0-25 January 2015. We aim to raise aspirations, expectations and outcomes of all pupils with SEND.

Objectives

Our school:

- Works within the guidance provided in the SEND Code of Practice (January 2015)
- Identifies and provides for pupils who have special educational needs and additional needs
- Operates a 'whole pupil, whole school' approach to the management and provision of support for SEND
- Makes appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum
- Provides a focus on individual outcomes for children.

- Provides support and advice for all staff working with pupils with special educational needs.

Identifying Special Educational Needs

At our school we use the definition for SEN and for Disability from the SEND Code of Practice (January 2015). This states:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of children the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

The Special Educational Needs Code of Practice (January 2015) sets out 4 broad areas of need, these are:

1. communication and Interaction;
2. cognition and learning;
3. social mental and emotional health;
4. sensory / physical.

At St. Mary's C of E Primary School, children may be identified as needing extra help in a variety of ways, this could include some of the following:

- Liaison with a previous school or pre-school setting
- A child falling below age expected levels or making limited progress in accordance with age-related expectations (identified through regular pupil progress meetings).
- Concerns raised by parents / carers
- Concerns raised by teachers, perhaps related to a change in pupil's behaviour or self-esteem
- Use of assessments such as the SpLD Base Literacy Assessment Pack
- Liaison with external agencies such as Speech and Language.
- Children with a Statement or EHCP (Education, Health and Care Plan) will have many of their needs clearly identified.

A graduated approach to SEN support

The school adopts a graduated approach to the identification, assessment and support of pupils with SEND. This takes the form of a four part ASSESS – PLAN – DO – REVIEW cycle as set out in the **SEND Code of Practice** (January 2015). The school provides for a graduated response in the following way:

- Quality First Teaching – Teachers plan and deliver a differentiated curriculum to meet the broad needs of all pupils. Teaching will be further differentiated to address any identified barriers to learning, this may include additional in class support from the teacher or teaching assistant.
- Additional Need – If a child's needs are specific to a particular curriculum area, they may be included in an intervention group following a specific programme. The impact of the intervention will be monitored by the class teacher and SENDCo to inform future planning.
- Higher Needs – If a child has higher level needs they may be identified as having Special Educational Needs and Learning Passport will be created. The Learning Passport will be developed in collaboration with the child, parents and other relevant professionals.
- Complex Needs – If a child has a complex SEND, a formal assessment for an Education, Care and Health Plan may be carried out.

Managing Pupils Needs

Through the school's assessment and monitoring cycle pupil progress is regularly addressed in consultation with Class Teachers, SENDCo, SLT, parents and pupils. In addition to pupil progress meetings, Class Teachers, Support Staff and SENDCo meet to ensure that provision reflects the current needs of each child.

The school records to support children with SEND include:

- Teachers' planning, differentiated according to need
- Class Provision Maps
- Pupil Progress meeting records
- IEPs formulated in consultation with pupils and parents.

The ASSESS – PLAN – DO – REVIEW cycle is on-going to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of the interventions that are most effective in supporting the pupil to achieve good progress and outcomes. It enables class teachers and the SENDCo to implement next steps for each individual.

Education and Health Care Plans

EHC plans address both the educational and health needs of a pupil, they are for children and young people who have a special educational need or disability that cannot be met by support that is usually available in school. They are available for children and young people from the ages of 0 -25. An EHC plan will be tailored to meet a child or young person's particular needs so each plan will look different.

A request for an EHC assessment is the first step. The process is completed in consultation with school, parents, pupil and appropriate professionals from Health or Social Care alongside Hertfordshire Education Authority. If an EHC plan is agreed it will be reviewed annually and remain in place until they are 25 or until the Local Authority thinks the young person no longer needs it if, for example, following a review, the young person has achieved the goals written in the plan and no longer needs special educational help.

Further information about EHC plans can be found on the Hertfordshire Grid for Learning:

http://www.thegrid.org.uk/learning/sen/pupil/ehc_planning/

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/service.page?id=pQIVrOTNew4&familychannel=4>

Supporting Pupils and Families / Working in Partnership with Parents

Our school believes that a close working relationship with parents is vital in order to ensure:

Early and accurate identification and assessment of SEN leading to appropriate intervention, provision and outcomes; continuing social and academic progress of children with SEND; personal and academic targets are set and met effectively.

We encourage an active partnership through an on-going dialogue with parents. If a child has been identified as having SEND and has a Learning Passport in place, termly meetings will take place between the class teacher, parents and pupil. This is in addition to Parent Consultation meetings in the Autumn and Spring term and a written report at the end of the Summer term.

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. The range of professionals with whom the school liaises and can help with supporting pupils and families include:

- Educational Psychology
- Specific Learning Difficulties Base
- Dacorum Education Support Centre (DESC)
- Speech and Language Therapy
- Communication Disorders Team (including the Advisory Teacher for Autism)
- Occupational Therapy
- School Family Worker

Monitoring and Evaluation of SEND

The progress of children with SEND is monitored by continuous teacher and SENDCo assessment. IEPs are reviewed on a termly basis, at a review meeting involving the Class Teacher, Parents and Pupil.

The SENDCo provides data to the Headteacher, Senior Leadership Team and Governing Body on the progress of children with SEND against the age related expectations of the National Curriculum for Reading, Writing and Mathematics. The SENDCo also provides data on the impact and effectiveness of interventions for children with SEND.

The SENDCo attends pupil progress meetings with the Headteacher and Class teachers.

The SENDCo meets regularly with the SEND Governor to discuss progress of pupils with SEND and the implementation of the SEND policy.

Training and Resources

The school's Notional SEN Budget is used to support pupils at the School Support stage of the Code of Practice, e.g. to provide specialist training for staff or to employ Teaching Assistants to support learning. The SENDCo also has an annual budget for SEND resources such as educational games or resources to support children with sensory needs. Where a child has severe or unusual learning needs, additional, top up funding can be applied for through the local authority known as Exceptional Needs Funding.

In order to maintain and develop the quality of teaching and provision to respond to the needs of all pupils staff have access to CPD for SEND. When relevant there are opportunities for whole staff training on particular aspects of SEND and linked to school development priorities.

The SENDCo has been awarded the National SENDCo accreditation; she attends termly local cluster meetings for updates to SEND and local provision.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole, the **Class Teacher** is responsible for working with the child on a daily basis, which means:

- for interventions both in and away from the class;
- for working closely with support and specialist staff;
- for linking interventions to class teaching;

- for feeding back to the SENCo on the impact of the interventions.

The School's **SENDCo** supports the Class Teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

The SENDCo seeks to overcome barriers to learning and maximise effective use of resources by:

- the development and day to day operation of the SEND policy
- determining and co-ordinating provision
- monitoring pupil progress and achievement
- conducting assessment to help identify special educational need
- providing professional guidance to colleagues
- maintaining records
- liaising with parents;
- liaising with outside agencies including the Specific Learning Difficulties Base and relevant NHS services;
- liaising with the Governor with responsibility for SEND
- Reporting to the Headteacher on the operation of the SEND policy

The **Governing Body** has due regard to the Code of Practice when carrying out its duties towards all pupils with Special Educational Needs and Disabilities. The Governing Body is proactive in ensuring that provision for children with SEND is effective in supporting good outcomes and progress for the pupils. There is a named **Governor responsible for SEND** in school who meets regularly with the SENDCo to discuss and review SEND provision.

Dealing with complaints

The school aims to work closely with parents and we hope that parents who have any concerns or anxieties regarding SEND will, in the first instance, raise these with the Class Teacher and or the SENDCo. We find that nearly all concerns or potential complaints can be resolved satisfactorily through discussion. If not resolved the matter should be discussed with the Headteacher. Please refer to our Complaints Policy.

Reviewing the Policy

Following the new requirements for SEND for school, effective from September 2014, the SENDCo and SEN Governor will review this policy annually. The SEN Governor will report the findings of this review to the Governing Body. A full review will be held with Staff and the Governing Body in accordance with the school's policy review programme.