



Special Educational Needs & Disabilities (SEND) Policy

Special Educational Needs & Disabilities (SEND) Policy for St Mary's CE Primary School.

**Approved by Curriculum & Standards Committee:
Date of next review:**

**Autumn 2016
Autumn 2018**

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This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies:

Behaviour & Discipline Policy, Assessment Policy, Single Equality Scheme Safeguarding Policy, Home Learning Policy, Complaints Policy, Exclusion policy, Learning and Teaching policy, Curriculum subject policies and Marking policy.

This policy was developed with the SLT, SEND team and representatives from the governing body and will be reviewed annually.

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use their best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

1 The kinds of special educational need for which provision is made at St Mary's CE Primary School:

St Mary's is a mainstream school accommodated over three sites. St Mary's believes that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and

- make a successful transition into adulthood, whether into employment, further or higher education or training

At St Mary's we can make provision for every kind of frequently occurring special educational need without an-Education, Health and Care Plan. For instance we are experienced in dyslexia, dyspraxia, speech and language needs, autism spectrum disorder.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Speech and language difficulties, autistic spectrum disorders, dyslexia, dyspraxia and medical conditions. Decisions on the admission of pupils into mainstream with an Health and Care plan are made in consultation with by the Local Authority.

The admission arrangements for pupils without an-Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

2 Information about the policy for identification and assessment of pupils with SEND

At St Mary's, class teachers meet each term with members of the Senior Leadership Team and SENCos to monitor the progress of all pupils. Some pupils will require monitoring on a more regular basis and will be discussed routinely at fortnightly Senior Leadership Meetings. We also use a range of assessments with all the pupils at various points e.g. Reception EYFS baseline assessments upon entry, Y1 phonics screening and optional Year group SATs.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are phonics, reading, writing, fine motor and handwriting and maths groups.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and needs are identified and used to design an appropriate individualised intervention programme. In many cases these underlying needs often explain progress issues or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. The pupil is at the centre of this process and involved in setting and reviewing their own targets. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need and will be placed on the School's SEND Register.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. We will use the model of assess, plan, do and review to monitor the impact of any additional support on the pupils' educational progress. The assessment will identify a child as needing SEND support and will involve the class teacher working with the SENCo to carry out a clear analysis of the pupils' needs. The plan will involve the teacher and the SENCo agreeing in consultation with the parent and pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress development or behaviour. The next step will involve the class teacher being responsible for working with the child on a daily basis and still retaining responsibility for the pupil if the interventions take place outside of the classroom. Finally the review will involve the class teacher working with the SENCo and will revise the support in light of the pupils' progress and development.

Additional support offered to the families of pupils with SEND may involve links with outside agencies and the school will work in partnership with the appropriate services e.g. links with Me too & co, SEND Family Voices, CAMHS, SALT, OT and parent partnership groups, together with an emphasis on using the 'Local Offer'. The Local Offer can be accessed via a link on our School website (under Welcome – SEND Provision at St Mary's) detailing the provisions and services available across Kingston and Richmond Borough.

3a How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made..

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked termly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

3c The school's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND CoP, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. (CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework and the Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. The class teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At St Mary's we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

Identifying SEND in schools

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently made the following improvements:

- Staff training is reported back to governors annually
- The Action Plan in the Single Equality Scheme is monitored annually, in close consultation with the Headteacher, and reported to the governing body.
- The SEND Governor meets termly with the SENCOs and is kept fully informed of pupil progress and reports to the governing body on the effectiveness of SEND interventions.
- The Headteacher's termly report to governors features an SEN update

3e Additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEND pupils. This funding is used to support and enhance high quality-of teaching in the school. It helps to ensure there are sufficient resources to for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child lives.

The Headteacher has the final say in the use of the personal budget within the school.

3f Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at St Mary's are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. A wide range of extracurricular activities are available to all pupils at St Mary's including running club, cooking club, gardening club, singing club, athletics, dance club, sports clubs etc.

Parents are encouraged to volunteer to accompany pupils on day trips and are offered guidance on how they can best support the class teachers.

3g support that is available for improving the emotional and social development of pupils with special educational need

At St Mary's we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSICHE, circle time and collective worship and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g. access to counsellor, mentor time with member of Senior Leadership Team, external referral to CAMHs, time-out space for pupil to use when upset or agitated, art therapy, circle of friends etc

Pupils with emotional and social needs, because of their special educational needs, will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. We have an open door policy where parents are encouraged to share concerns at any point in the year. Pupil voice is also regarded with high importance and school council is a forum for their views to be shared. At annual reviews, pupils will be encouraged to contribute their thoughts and feelings regarding their learning and attitudes towards school.

Children with SEND can be more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. Peer support systems are in place as well as regular opportunities for raising awareness of SEND for everyone in the school community. Parents are immediately informed should a bullying incident occur.

4 The name and contact details of the SEND Co-ordinator

The SENCOs at St Mary's are Ruth Knight and Rachel Robinson, who are qualified teachers and have been accredited by the National Award for SEND Co-ordination. Ruth Anderson is currently covering Rachel Robinson for maternity leave.

Ruth Knight is available on 0208 892 7849 at the junior or middle site on 0208 2496836 or rknight@st-marys.richmond.sch.uk. Ruth Anderson is available on 0208 892 5840 at the infant or middle site or randerson@st-marys.richmond.sch.uk.

5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training: Safeguarding and child protection and SEND INSET, and some have been trained in Numicon, working memory issues and speech and language, Occupational therapist, and Educational Psychologist input in order to support children with SEND.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologists, Speech and language therapists, occupational therapists, physiotherapist, dyslexia specialists, Teaching and Learning Advisors etc.

6 How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at St Mary's are invited to discuss the progress of their children on at least three occasions a year and receive a written Learning Profile and Learning Profile review three times per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. The focus on the child will be as an individual not their SEND label. The child and the parents will understand the language used rather than professional jargon. It will highlight the child's strengths and capacities and enable them to say what they have done, what they are interested in and what outcomes they are seeking in the future. It will tailor support to the needs of the individual and organise assessments to minimise demands on families. It will bring together relevant professionals to discuss and agree the overall approach. This approach is often referred to as 'person-centred planning'.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at St Mary's are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Clerk of the GB. (See the Complaints Policy on the school website)

10 How the school involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service for 18 days per year
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Child & Adolescent Mental Health Services (CAMHS), Physiotherapy Services for pupil with requirement for direct therapy or advice.
- Single Point of Access support and referrals for a range of vulnerable needs.
- Ability to make ad hoc requests for advice from the Education Inclusion Service
- School Nurse
- Feeding specialists and dieticians

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

The 'Local Offer' website provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

Please see the website for more information.

Website: <https://www.afclocaloffer.org.uk/>

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At St Mary's we work closely with the nursery educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The SENCO meets with the Secondary SENCOs of local schools in order to pass on relevant information regarding the pupils with SEND in the summer term. All pupils who

are transitioning to local secondary schools have the opportunity to spend a day in their new setting. In addition to this, the SENCo arranges additional visits for SEND pupils. Appropriate arrangements are made for pupils attending schools out of borough. The SENCo will ensure appropriate transition arrangements are in place for pupils transitioning between sites by arranging visits and discussion opportunities with the pupils and teachers. Informative handover meetings will play a key role in ensuring smooth transition.

The school is committed to regularly reviewing and updating the SEND policy and should be read in conjunction with the SEND information report, which can be found on the school website.

October 2016