

# St Mary's Church of England Primary School



## Special Educational Needs and Disabilities (SEND) Policy

### Introduction

At St Mary's Church of England Primary School we firmly believe in providing every possible opportunity to develop the full potential of all of our children. All children have the right to a broad, balanced curriculum, including extra-curricular activities, (where appropriate), and full access to the National Curriculum. The responsibility of all teachers includes the education of children with special educational needs.

All of our children are valued and all relationships will be based on consideration, respect, teamwork and Christian values. Opportunities will be provided, regardless of need or disability, for all children to explore, enjoy and excel. We work in close partnership with parents and carers, who play an integral, active and valued role in their child's education.

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25
- Schools SEND Information Report Regulations 2014
- Equality Act 2010 advice for schools DfE Feb 2013
- Statutory Guidance on Supporting pupils with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### The Local Authority Offer

The Children and Families Bill became law June 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is known as the Local Offer, and its intention is to improve choice and transparency for families. Details of the South Gloucestershire Offer can be found on the website; [www.southglos.gov.uk](http://www.southglos.gov.uk) This is an important resource for parents in understanding the range of services and provision in the local area.

### **St Mary's Church of England Primary School SEND Information Report**

This report, which can be found on the school website, [www.stmarysyate.co.uk](http://www.stmarysyate.co.uk) (under the Parent Partnership Section) provides answers to a variety of questions that parents have asked regarding the support our school can provide for SEND children. If you have any questions not answered in the SEND Information Report please contact the school SENDCo.

### **Contacts**

At St Mary's Church of England Primary School the SENDCo is **Mrs Julie Doyle** who can be contacted on 01454 867155 or emailed at [julie.doyle@stmarysyate.org.uk](mailto:julie.doyle@stmarysyate.org.uk), Mrs Doyle is also a member of the school leadership team.

### **Aims**

At St Mary's School we aim to raise the aspirations and expectations of all pupils with SEND, focusing on the long term outcomes for each individual child. We will help them to develop the skills needed to become independent young people and adults who can make a positive contribution, stay safe, be healthy and achieve economic well-being.

### **How we will achieve this**

- By making appropriate provision to overcome barriers to learning and ensuring that children with SEND have full access to the National Curriculum.
- By ensuring that the children receive 'Quality Teaching First' in the classroom and that effective classroom strategies are adopted.
- By identifying as early as possible the children who need SEND support.
- By discussing with parents their children's strengths and needs. Then using this information, alongside assessments, to make a plan to achieve the desired outcomes.
- By discussing with children their progress and targets as appropriate.
- By following a graduated approach to interventions, following a four part cycle of assess – plan – do – review.
- By choosing the most effective interventions available and by monitoring the impact of these on pupils learning and progress.
- By ensuring a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- By working closely with external agencies and the Local Education Authority, where appropriate, to support the needs of individual pupils, ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners.

- By ensuring support for pupils with medical conditions, ensuring as full inclusion as possible, in all school activities, through consulting with health and social care professionals as necessary.

### Identifying SEND

In accordance with the Children and Families Act 2014, the school aims to identify special needs at the earliest point and then to make effective provision that improves the long-term outcome for the child.

*“A pupil is deemed to have 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.”*

(Children and Families Act 2014, para 6:15 p 83)

The Code of Practice states that the definition of Special Educational Needs or Disability (SEND) is;

A child ...has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. Code of Practice (April 2014)*

Children with SEND are identified through the following

- The progress of each child is continually being monitored and progress meetings led by the class teacher, head of school, deputy head of school, SENDCo and members of the leadership team are held three times a year. Children who are not making enough progress, despite quality first teaching, are identified. These children are discussed and a plan of action is agreed.
- Class teachers are continually aware of their children’s learning. If they observe that a child is making less than the expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - 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.
- Parents and carers sometimes ask us to look more closely at their child’s learning. We take all parental requests seriously and investigate them all.

The class teacher working with the SENDCo will assess whether the child has a SEN. At times support may be requested by an external agency.

## Broad areas of need

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health issues
4. Sensory and physical needs

## SEND Provision

*“Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupils and their parents.”*

(Children and Families Act 2014 para 6:40 p88)

The classroom teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils have support from teaching assistants or specialist staff. They must provide high quality teaching, which is differentiated for individual pupils.

If evidence is gathered to suggest that a pupil may be in need of additional support this will be discussed with the SENDCo. These pupils will have a document called ‘My Target Support Plan’, which is part of the graduated approach of Assess, Plan, Do, Review, as required by the Code of Practice 2014. (6.44-6.56) These outcomes may be provided within the school or require the involvement of an outside agency. ‘My Target Support Plan’ will set out the expected outcomes, strategies and have a date set for review. In addition to ‘My Target Support Plan’ pupils who have a Statement or Education and Care Plan will also have a One Page Profile so all staff can have awareness of the child’s needs and how best to support them in their learning. The One Page Profile will be used to record the child’s strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and their parents. It acts as a guide to the class teacher. These are written annually but may be updated during the year.

If the child does not make the expected progress in spite of high quality targeted support or if their needs are complex, the school and parents will consider requesting an Education Health and Care Needs Assessment. (EHCP).

We may apply for an EHCP if:

- The child is Looked After and therefore additionally vulnerable.
- The child has a disability which is life-long which means they will always need support to learn effectively.
- The child’s achievements are so far below their peers.

An EHCP assessment will involve sending evidence to the Local Authority of the actions that have been taken to support the pupil. It will also include reports from the school, parents and any outside agencies that have been involved with the child. If the application is successful, a meeting will be called by the school for the parents, child and any health or

social care professionals who are involved with the family. Following the meeting an EHC Plan will record the decisions made at the meeting.

### SEND Support and Specialists

The SEND support will take the form of a four-part cycle. (**Assess – Plan – Do – Review**) This is known as the **graduated approach**. We believe that children learn best alongside their peers in a mainstream classroom setting. Our aim is for all children to be working independently on differentiated activities, at the cusp of their potential. However, where this is not possible we aim to seek the most effective strategy to attain progress and achieve the desired outcome.

The strategies decided on may involve a child receiving additional group work or 1-1 support from a Class Teacher or an experienced Teaching Assistant, who work on a specific intervention programme. Our focus is on outcomes not the hours of support a child might receive.

Alongside our SEND interventions, our Pastoral Support Mentors, Mrs Sue Lewis (KS2) and Mrs Higgs (KS1), work one to one with pupils to provide mentoring and emotional coaching.

We may also need to consult outside agencies for specialist advice, support and resources. If it is necessary to request support from an outside agency a referral form will be completed by the SENDCo and parent. Should advice be required from several outside agencies then a Single Assessment for Early Help form will be completed. (SAF) The SAF will be opened and registered with the Local Authority. This document will ensure all agencies; school and parents meet together, set targets and a review date. The SAF will be closed if the pupil's needs are met and support no longer required.

We can receive support from:

- Behaviour Support Service
- Inclusion Support Service
- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- School nurse
- Paediatricians
- Social workers
- Child Adolescent and Mental Health Service (CAMHS)
- Family Intervention Support Service (FISS)

Parents may also wish to seek the support of South Gloucestershire Parent Partnership Service. This is a free, confidential and impartial service for parents and carers of children with special educational needs. The Parents Partnership Service is available to give advice and to put parents in contact with other support groups. They can be contacted by email: [pps@carersgloucestershire.org.uk](mailto:pps@carersgloucestershire.org.uk) or phone on 0800 158 3603.

### The Role of the SENDCo

As set out in the Children and Families Act 2014 the key responsibilities of the SENDCo may include:-

- The SENDCo is responsible for liaising with outside agencies, Early Years providers, other schools, health and social care providers as well as the Local Authority.
- The SENDCo, in conjunction with the class teacher is responsible for overseeing and coordinating the completion of One Page Profiles and My Support Plans.
- The SENDCo is responsible for the paperwork and arrangement of meetings relating to obtaining an ECHP.
- The SENDCo is responsible for leading the annual review meeting of EHCP.
- The SENDCo is responsible for completing annual review paperwork before and after an ECHP annual review.
- The SENDCo is responsible for liaising with the relevant Designated Teacher when a Looked After pupil has a SEND.
- The SENDCo will, when necessary, work with the class teacher, liaise with the parents and carers of children who have SEND.
- The SENDCo is responsible for evaluating and reporting on the provision for children who have SEND, to the Governing Body in conjunction with the SEND Link Governor.
- The SENDCo will liaise with the local secondary schools, so that relevant information is passed on to the Year 7 teachers and support is provided for year 6 pupils as they prepare to transfer to Key Stage 3.
- The SENDCo is responsible for liaising with the parents of pupils transferring to a new school, or phase of their education. This will ensure parents are informed about their options and to ensure a smooth transition is planned.
- The SENDCo will regularly observe and support intervention group work to ensure it is of a high quality targeted provision and will monitor the progress of children undertaking intervention.
- The SENDCo is responsible for ensuring the school keeps the records of all pupils who have SEND up to date.
- The SENDCo will work alongside the Head of School and the Governing Body to ensure the school meets its responsibilities under the Equality Act of 2010 with regards to reasonable adjustments and access arrangements.

### **Admission Arrangements**

Normal admission arrangements apply. The admissions policy is based on the agreed South Gloucestershire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP or a Statement, the school will liaise with the appropriate member of the LA to ensure that their needs can be met.

### **Partnership with Parents and Carers**

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers contribution to their child's education

is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the One Page Profiles and the My Support Plans.

**Complaints Procedure**

At St Mary's Primary School we try very hard to meet the needs of all the children in our care and to help them to achieve their desired outcomes. We also endeavour to work in close co-operation with parents and other relevant agencies. If you have any concerns regarding your child's special needs please speak to their class teacher first. If you continue to feel concerned please raise the matter with the SENDCo or the Head of School. The Parents Partnership Service is available to give advice and to put parents in contact with other support groups. They can be contacted by email: [pps@carersgloucestershire.org.uk](mailto:pps@carersgloucestershire.org.uk) or phone on 0800 158 3603.

Written by Julie Doyle SENDCo September 2019

To be reviewed by September 2021

Signed..... Date.....