

SEND policy

St Mary's Church of England Primary School



Approved by: Teaching & Learning Committee **Date:** October 2024

Last reviewed on: September 2024

Next review due by: October 2025

Signed by Headteacher:

Jo Woolley

Signed by Chair of Governors:

Elizabeth Durning

Date: 1st October 2024

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)

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/ advice:

- [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

Definitions

The 2014 Code of Practice states that:

A child or young 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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a. has significantly greater difficulty in learning than the majority of others the same age or*
- b. 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.*

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

(2014 SEN Code of Practice: 0- 25 Years- Introduction xiii, xiv and xvi)

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.

Roles and responsibilities

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
- Facilitates training to ensure staff are skilled and confident to meet a range of needs
- 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)

The SEND governor

The SEND governor is Lucy Griffiths.

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

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

Class teachers

Each class teacher is responsible for:

- The progress, attainment and 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/My Plan + and reviewing the outcomes of the My Plan/ 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, adapting and planning provision for SEND pupils within all lessons
- Ensuring they follow this SEND policy

Identifying pupils with SEND and assessing their needs

Children's needs fall into four broad areas. A child may have needs in more than one area.

Communication and Interaction – eg. children who have speech, language and communication difficulties.

Cognition and Learning e.g. specific learning difficulties such as dyslexia

Social, Mental and Emotional health – including behavioural issues

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

As a school, we recognise the importance of identifying student's additional needs at the earliest point possible.

Process of identification:

- Teachers monitor children's understanding and progress throughout all lessons and through age related testing and quickly identify children who are not making progress in line with their peers. This may include children who:
 - Progress is significantly slower than that of their peers starting from the same baseline.
 - Fail to match or better the child's previous rate of progress
 - Fail to close the attainment gap between the child and their peers
 - Widen the attainment gap
- Staff will raise concerns with the SLT and SENDCo via a Concerns Record, informal conversation or during pupil progress meetings.
- Once concern is raised regarding a pupil, staff will closely monitor them in order to gauge the level of difficulties and needs. 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.
- If additional resources are needed, then the child will be placed on the school SEND register under the category of School Support and a My Plan and/ or a Pupil Passport will be written.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Many things can affect 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

Consulting and involving pupils and parents

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. As appropriate, children participate in review meetings (either by attending the meeting or by discussion with the class teacher) and are encouraged to share their wishes and feelings with families and staff.

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 identify any need and the level of support needed. 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

Parents are invited to structured meetings with class teachers and/ or SENDCo at least 3 times a year. Children's plans and profiles are discussed and reviewed.

Additional contact may be made though:

- Parent evening meetings;
- Interim meetings as needed;
- Scheduled phone calls and;
- In some cases, home/school diaries.

Assessing and reviewing pupils' progress towards outcomes

When a child is placed on the SEND register the school will act 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, 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. The pupil's views, parents' views and advice from any external support services will be considered. This analysis will be ongoing to ensure that support and intervention is matched to need.

Plan

Planning will involve consultation between the teacher, sometimes the SENDCo, parents and child to agree the adjustments, interventions and support that is required; the impact on progress and a clear date for review. This plan will be shared with all appropriate staff.

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. The review process will evaluate the impact and quality of the support and interventions and record this on the My Plan or My Plan +. It will take into account the views of the pupil and their parents. 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 fail to make progress after the above intervention or has more complex needs 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 at least 3 times a year.

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. Children with an EHCP will also have a My Plan+ which will be reviewed at least 3 times a year.

Access to the curriculum and learning environment

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and are differentiated appropriately. My Plans, targets and behaviour plans are considered by staff when planning lessons.

Children with SEN are entitled to share the same learning experiences as their peers. However, there will be times when, to maximise learning opportunities children may work in small groups or in a one to one situation outside the classroom. These will be carefully timetabled and kept to a minimum to ensure the child is fully engaged with the classroom and their peers.

The child's class teacher will take steps to provide adapted or differentiated learning opportunities to aid the child's progress, so that they can fully participate in whole class learning alongside their peers. Most children will access learning with their peers. Occasionally, children may need an adapted curriculum or bespoke learning opportunities. These children will be identified through discussion between class teachers, support staff, parents and the senior leadership team. Class teachers will continue to be responsible for providing these learning opportunities and the progress of these children.

Supporting pupils moving between phases and transferring schools

Pre-school

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.

Transition between classes

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.

Secondary/ New 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.

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 EHC plans

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.

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.

5.10 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 Physiotherapist Team
- The Occupational Therapist Team
- The school Nurse
- The Virtual school
- Young Minds Matter
- Counsellors and Teens in Crisis
- Children and adolescent mental health services

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

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 digitally on the school's secure drive and securely on the SEN platform Provision Map. Paper records are kept to a minimum and are stored in a locked cabinet in the SENDCo room. Class teachers will access records through Provision map.

Individual SEND files are electronically transferred to receiving schools when pupils leave St Mary's.

7. Monitoring arrangements

This policy will be reviewed 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 body.

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
- SEN Information Report and Local Offer