



St Mary's CofE Primary School

Special Educational Needs and Disability (SEND) Policy

Vision / ethos statement

We provide an exciting and challenging education and have high aspirations for our children helping them to achieve their academic, personal and social potential in preparation for their journey through the next stages of education and finally into the adult world. The staff and governors of St. Mary's C of E Primary School aim to provide a secure, supportive and challenging Christian environment that will offer all children appropriate opportunities for growth and development, regardless of their race, gender, religion or ability.

Definition of SEND

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

SEND: a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special 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 in England.

Disability: Many children and young people who have SEND may have a disability as defined by the Equality Act 2010. This defines disability as '... **a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**'

Key Roles and Responsibilities

SENDCo

The SENDCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans. This includes co-ordinating arrangements with the Class Teachers and Year Leaders regarding those pupils with SEND.

Our **SENDCo** is Miss K Wylie

Her contact details are: senco@stmarysprimary.org

Telephone: 01883 712 817.

Miss Wylie is readily available to meet with parents. This can be arranged in person at the school office or by email or telephone.

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Other staff in school with specific roles:

Our **SEND Governor** is Mrs V Adamson

We have a **Learning Mentor**: Mrs S Bowles and three **Emotional Literacy Support Assistants**: Mrs Bishop, Mrs J Mander and Mrs S Johnson

Mrs A White, Mrs R Bishop and Mrs M Davies are our **Speech and Language Therapy Teaching Assistants**. Additionally, we have a number of well-trained and experienced **Teaching Assistants** who support children in the school, including those with a special educational need and / or disability. Our **Designated Teacher with Specific Safeguarding Responsibility** is Ms Chaudhri. Miss Wylie is responsible for **Pupil Premium** and Mrs Lewis is responsible for **Looked After Children** funding. Miss Wylie manages the school's responsibility for meeting the **medical needs** of pupils.

Introduction

This policy was created in partnership with the Headteacher, the SEND Governor, SENDCo, representatives of staff, parents and pupils with SEND in our school. The policy reflects the statutory guidance set out in the Special Education Needs and Disability code of practice 0 – 25 (July 2015).

How can parents access this policy?

You can get a copy of our policy in a number of ways:

- The school website under Learning
- In the school's prospectus / brochure
- A hard copy on request at the school office
- A hard copy in the reception area

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Context

The policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (July 2015) and has been written with reference to the following related guidance and documents:

- ✓ Equality Act 2010: advice for schools DfE Feb 2013
- ✓ Schools SEND Information Report Regulations (2014)
- ✓ Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- ✓ The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- ✓ Safeguarding Policy
- ✓ Accessibility Plan
- ✓ Teaching Standards 2012

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Aims

At St Mary's CofE Primary School, all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectation 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. Ambitious educational and wider outcomes will be set for them together with parents and with their child. We want to all pupils to become confident individuals who will be able to make a successful transition on to the next phases of their educational journey and into adulthood.

Objectives of the SEND Policy

1. To ensure a clear process for indentifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities which involves the pupils and their parents / carers
2. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice (July 2015)

Identification of Needs

The SEND Code of Practice identifies 4 areas of need:

- ✓ Communication and Interaction
- ✓ Cognition and Learning
- ✓ Social, Emotional and Mental Health
- ✓ sensory and / or Physical

At St Mary's CofE Primary School, we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. We liaise closely with our feeder schools. Where a child has been identified as having special educational needs by their previous school, we will continue to provide support and special educational provision to meet the child's identified needs.

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A Graduated Approach to SEND Support

What work has to be done and by whom?

The priority for all children at St Mary's CofE Primary School is that they receive 'quality first' teaching. This is teaching that is of a high standard with:

- highly focused lesson design with sharp objectives that are shared with the children and returned to at the end of the lesson
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils
- carefully explain new vocabulary;
- use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning;
- pupils may have access to the support of teaching assistants.

Quality first teaching involves the class teacher in providing differentiated expectations for all pupils and good quality personalised teaching. Class teachers are responsible and accountable for the progress of all of the pupils in their class. As such, at St Mary's C of E Primary School, we recognise that all teachers are teachers of pupils with SEND.

Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

The progress of all children is rigorously monitored at St Mary's CofE Primary School. Where a child is identified as making slow progress, support is provided to overcome any barriers that are hindering the child's progress. When the barriers to learning are identified as reflecting a special educational need (as defined by the SEND Code of Practice 2015), the Class Teacher will identify the barriers and, together with the Year Leader and the SENDCo, will make provision for the special educational needs to be met.

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How the school decides whether to make special educational provision

Information about the progress a pupil has made will be gathered from within the school and outside agencies (such as Speech and Language Therapy) as appropriate. This will consider the pupil's age, starting points and age-related expectations. It will involve the use of accurate and moderated assessments made by the class teacher and the SENDCo where appropriate; and an evaluation of the impact of strategies that have already been put in place. Together with discussions with parents / carers, this information will be used to inform decisions about the need to make special educational provision.

How the decision is made to place pupils on the register

At St Mary's C of E Primary School, we follow the Surrey SEND 14 Pathway Guidance. This follows the cycle of assess, plan, do and review and places the child at the centre of all decisions and is in line with the SEND Code of Practice (2015).

If, following a period of support, a child's difficulty is identified as being **significantly greater than the majority of others of the same age** and requires educational provision that is **additional to, or different from**, those made generally for others of the same age in a mainstream setting in England, they will be placed on the SEND register. The register is a working document that changes according to the current needs of the pupils.

Assessment

Regular assessment monitors the progress and development of all pupils. Each child's progress and development is carefully tracked and compared to that of their peers and national expectations. We listen to the views of parents / carers and the pupil. In some cases we will draw on the assessments and guidance from other educational professionals, e.g. Educational Psychologists, specialist teachers, health and social services where appropriate.

Plan: Where SEND Support is required, the teacher and SENDCo, with the parent / carer, will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes. A date to review the plan will be identified. Targets will be shared with the pupil, using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

Do: The Class Teacher is responsible for working with the pupil on a daily basis. She / he will also liaise closely with TAs who may provide the support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for all of those involved.

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Review: The plan, including the impact of the support and interventions, will be reviewed each term by the class teacher, SENDCo, parent / carer and the pupil. This will form the planning of next steps for a further period or, where successful, the removal of the pupil from SEND support.

For pupils with and EHC Plan (previously known as Statement of Educational Need), the Local Authority must review the plan at least annually.

How parents, families and children are involved in this process

Parents will be involved in meeting with the class teacher each term to set objectives and review the progress made by their child. The SENDCo may also be involved in these meetings. The involvement of the child will be achieved in a variety of ways, depending on the child's age and stage of development. The views of the child will be gained, either directly with the child being directly involved in the planning process or indirectly through conversations with the child, as appropriate. Pupils may attend all or part of the review meetings. Partnership between home and school is crucial in ensuring that the plans have the greatest impact.

SEND Provision

What does Additional Support mean?

SEND support can take many forms

- a special learning programme for your child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with your child in a small group
- observing you child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties such as eating, getting around school safely, toileting or dressing

The support is aimed at removing barriers to your child's learning so that they can become successful, independent learners. It does not always mean that your child will have their own specified adult working with them. Although a child may work regularly with an adult, the support must foster independence not dependence.

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Managing the needs of Pupils on the SEND register

First and foremost, the Class Teacher is responsible for meeting the needs of pupils on the SEND register. They regularly assess all pupils and identify the learning needs of all pupils. This involves the identification of needs that are different from / additional to those of the majority of the class and leads to the planning and delivery of intervention to meet the needs of pupils on the SEND register.

Interventions are delivered by Teaching Assistants in collaboration with Class Teachers.

The outcomes of interventions are evaluated. This forms part of the regular assessments of the learning of all pupils, as well as evaluating the achievement of the targets of the intervention plans.

These are recorded and maintained to ensure that progress is made and sustained. The Surrey Provision Map tool supports the evaluation of the impact and cost effectiveness of interventions. This supports us in ensuring that provisions in place address the needs of the pupils as required.

The level of provision is aimed at matching the needs of the pupils and is in line with Surrey's Local Authority (LA) offer and the school's SEND information report, links to both of which are on the school's website. Within the school, we use a range of interventions. These are developed and specifically tailored to meet the needs of individuals and of groups of pupils. This is delivered either individually, in pairs or in groups. SALT is delivered by a specially trained TA and we also have a Learning Mentor and an Emotional Literacy Support Assistant to meet the social and emotional needs of our pupils.

If progress of a pupil is still not as expected, we extend the provision to meet the SEND of the pupil. This provision continues to be monitored and costed in order to secure the identification of the need for an Education Health Care Plan if appropriate. The Surrey Pathway Plan is used to support the management of the pupil's needs.

At times, we require the support of outside agencies. Following consultation with parents and teachers, the SENDCo makes a referral to the appropriate agency. She is required to provide information supporting the application. This is developed collaboratively with all of those involved with the child. Agencies who support us include Surrey's specialist teachers, Educational Psychologists, CAMHS, Speech and Language Therapy, Occupational Therapy, and others.

The SEND register is kept up-to-date by the SENDCo and is reviewed on a termly basis.

Supporting parents / carers and young people

We have robust transition arrangements to support pupils joining and leaving us. In order to ensure a smooth and successful transition, individual plans are developed in liaison with the schools, parents and the children prior to transition and subsequently if necessary. Transition between classes as the children progress from one year to the next is also carefully managed to ensure that appropriate information is shared and that the children feel secure in the changes that are being made.

Information about our admission arrangements and the support that we provide is available on our website.

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Alternative arrangements are made for pupils to access exams where appropriate. The children in Year 6 are assessed within school to identify whether or not they meet the criteria set externally to have additional time in SATs. Modified papers are available to pupils who need them.

Supporting pupils at school with medical conditions

In line with DfE guidance (April 2014), St Mary's CofE Primary 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.

At St Mary's CofE Primary School, a child with a medical condition has a completed healthcare plan outlining their medical needs. Provision is made to ensure that they are supported appropriately, e.g. with access to spaces for changing and toilet facilities, provision of appropriate resources and equipment, and training for staff.

Some pupils with medical conditions may be disabled and where this is the case, the school complies with its duties under the Equalities Act (2010).

Monitoring and evaluation of SEND

At St Mary's CofE Primary School, we regularly monitor and evaluate the quality of provision we offer all pupils and this informs future developments and improvements.

Monitoring and evaluation processes include the following aspects:

A member of the governing body or a sub-committee is our identified SEND governor and has specific oversight of the school's arrangements for SEND.

The role of an SEND governor includes:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice (see section 3 of this article)
- Being party to the School self-evaluation and development with relation to SEND provision and management

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- Delivering Questionnaires and surveys of parents / carers and pupils
- Being involved in external audits by Surrey County Council and SEND monitoring visits by Babcock4S
- Being involved in OFSTED inspections
- Supporting the development of best practice e.g. moderation of pupil progress through SENDCo networks and local partnerships

Training and Development

St Mary's CofE Primary School ensures that all staff keep up-to-date with developments in teaching and provisions to meet the needs of pupils with SEND. Through monitoring the needs of the pupils and through the engagement of all staff in the performance management systems, training needs of staff are identified and planned. These are delivered in-house through INSET provided by the Senior Leadership Team, and through outside agencies including Surrey's Specialist Teachers, EPs, health professionals and Babcock4S consultants. The SENDCo also has access to such training and on-going professional development. She is currently undertaking the National Award for SENDCos. The SENDCo's own professional development is continued through the attendance at SENDCo networks, courses, and conferences. We have staff who are specially trained to work as our Learning Mentor, Emotional Literacy Support Assistant and Speech and Language assistant.

Storing and Managing Information

Privacy Notice - Data Protection Act 1998

We, St Mary's C of E Primary School, collect information from you, and may receive information about you from your previous school. We hold this personal data for seven years and use it to:

- support your teaching and learning;
- monitor and report on your progress;
- provide appropriate pastoral care, and
- assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local

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Authority (LA), and the Department for Education (DFE). This information is stored electronically and on paper.

If you want to see a copy of the information we hold and share about you then please contact our Bursar, Mrs S Duff. See our website for further information.

Reviewing the SEND Policy

In line with all school policies, the SEND policy will be kept under regular review by Miss K Wylie. It will be next reviewed in September 2019.

Comments, Compliments and Complaints

All parents will have concerns about the welfare and education of their children. If you have a concern, our policy is that it should be settled fairly, quickly and informally. Initial communication should be with the Class Teacher. The SENDCo, Year Leader, Deputy Head and Head Teacher are also available to meet with you should you feel that this is necessary. Please contact the school office to arrange a meeting with them. Our procedure has three stages. We hope that most concerns will be dealt with at Stages 1 and 2, which are informal and semi-formal respectively. If you wish to take an issue to Stage 3 then it will be treated as a complaint rather than a concern and there will be a greater degree of formality - but we will try to keep this to a minimum. Our Concerns and Complaints procedure is available on our website. A hard copy can be provided if requested.

Appendices

Accessibility Plan
Access to the Curriculum
Access to the Environment
Access to Information

Related Policies:

These policies are available on our website. Hard copies are available on request.

[Behaviour Policy](#)

[Statement of Behaviour Principles](#)

[Administration of Medicines Policy](#)

[Anti Bullying Policy](#)

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Safeguarding and Child Protection Policy

Concerns and Complaints Procedure 1

Concerns and Complaints Procedure 2

Concerns and Complaints Procedure 3

Data Protection Notice

Drugs Policy

Equality Policy

Equality Objectives

Health and Safety Policy

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