



St Martin's Garden
PRIMARY SCHOOL

Special Educational Needs & Disability (SEND) Policy

Date Adopted by Full Governing Body:

Date of Review:

Signed:

Chair of Governors

Person Responsible: The Headteacher

Named Governor: Martina Veale

SENCo: Emma Simmonds

Designated Safeguarding Lead: Angela Horn (Assistant Head teacher)

Looked After Children: Angela Horn (Assistant Head teacher)

Medical Conditions Lead: Angela Horn (Assistant Head teacher)

Margaret Coates Team Leader: Michael Bogg

Governor Committee: School Improvement Committee

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014
- Safeguarding Policy
- Policy for supporting pupils at school with medical conditions

Policy Rationale:

Any learner may have special educational needs (SEN) at sometime during his/her time in school and a wide variety of strategies will be used to meet these needs within the classroom, as they are identified. This policy will ensure that St Martins Garden Primary School meets the needs of learners identified in the 'Special educational needs and disabilities code of practice: 0-25 years' Department of Education July 2014 (abiding by the Children and Families Act 2014, The Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014) . It will ensure that no learners, especially those with SEN or disability (SEND), are discriminated against, whilst acknowledging that each child is an individual with their own specific needs.

Policy Aims:

St Martin's Garden Primary School fully recognises its responsibilities for ensuring children with special educational needs are supported to access learning as identified by the SEND Code of Practice 2014. We aim to:

- To ensure that all children are valued equally, regardless of their abilities and behaviours.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that pupils with SEND, where possible, are included within day to day activities.
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
- To ensure that pupils with SEND are involved in decisions affecting their future SEND provision where appropriate.

Objectives:

The school will provide the means by which all teachers and support staff are able to assist all children to achieve expected levels of progress from their starting point

- (i) A child's needs will be identified through systematic assessment and diagnosis
- (ii) A graduated approach to interventions will be followed to enable children to achieve clearly targeted outcomes where it is decided that they require additional support
- (iii) Support, advice and training for all staff in the school.

Identifying Special Educational Needs:

The school will identify the four categories of SEND as set out in the SEND Code of Practice 2014 (Section 6.28-6.35)

Communication and Interaction:

Speech, language and communication needs (SLCN) include those where children have difficulty in speaking and understanding. This includes children who find social communication difficult and may include children with an autism spectrum disorder (ASD), including Asperger's Syndrome and Autism.

Cognition and Learning:

This includes those children who learn at a slower pace than their peers even with appropriate differentiation. These needs include: moderate learning difficulties (MLD), severe learning difficulties (SLD), difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties. Specific learning difficulties (SpLD) affect one or more aspects of learning, eg dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties:

This category encompasses a wide range of social and emotional difficulties, including underlying mental health difficulty such as anxiety and depression.

This will cover those children who become withdrawn and isolated, display challenging, disruptive or disturbing behaviour.

Other disorders also include attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) and attachment disorder (AD).

Sensory or Physical Needs:

Some children require special educational provision because they have a disability which prevents or restricts their use of educational facilities provided generally within the school.

These include Visual impairment (VI), Hearing impairment (HI), Multi-sensory Impairment (MSI) and Physical ability (PD) requiring on-going support and equipment to access all the opportunities available.

The graduated approach to SEND support:

The graduated approach as set out in the SEND Code of Practice 2014 is the process in which children's needs are identified and support is put in place to support the children. This will be designed to remove barriers to learning and put effective special education provision in place. The graduated approach is an assess, plan, do and review cycle.

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. (SEND Code of Practice 2014).

SEND processes within St Martin's Garden Primary School:

1. Teacher identifies a child who is not making progress or children identified through pupil progress meetings in accordance with senior leadership team, English Lead and Maths Lead.
2. Teacher to intervene and support child to engage in learning through intervention where possible.
3. If the identified intervention is not successful 6-8 weeks, then the child's progress is discussed with the SENCo, who then may observe child in class, look through the child's books and will talk to the teacher and parents/carers.
4. Further assessments maybe used to identify specific learning needs and/or areas of difficulty.
5. Identified support provided
6. If support is effective after a given period and the child is not placed on the register. Strategies either continued for a further period or new strategies chosen. The child is placed on the register as **SEND Support**.
7. The child may now have an ILP which will be monitored and reviewed three times a year.
8. A child requiring **external** intervention from one of the support agencies or specialist 1-1 will remain on the register.
9. A child requiring significant specialist interventions over the long term will, if possible, be referred for a **Education Health Care Plan (EHCP)**

10. If interventions prove effective and the child meets desired outcomes then the school will remove children from the SEND support register.

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff (SEND Code of Practice, 2014).

Children who are placed on the register either as SEND support level or children with an EHCP will have Individual Learning Plans set at least three times per year. These plans will target specific areas where children need targeted input.

Supporting pupils and families (The Local Offer – Special Education Needs Information for Parents/Carers September 2014):

The school has a clear **SEN Information Document** (online) outlining the support which is available within the school. The offer sets out the range of support available to families. The SEN Information Document should be read in conjunction with this policy.

The Local Authority has a Local Offer which sets out support available for support facilities which are available but external to the school.

Children with specific SEND needs may be entitled to support with external tests, such as SATS. This is achieved through an application by the head teacher to the testing body.

Transition from class to class and across key stages is carefully planned to ensure each child with SEN is not disadvantaged. Children and families joining from other pre-schools also receive a carefully planned transition/induction process on entry to the school. At the end of KS2, transition to secondary school is also carefully supported from school to school and sometimes with additional support from the local authority.

Supporting pupils at school with Medical Conditions:

The school has policy for dealing with children who have medical conditions. This complies with the DFE Statutory Guidance for supporting pupils at school with medical conditions (April 2014). This should be read in conjunction with this policy.

Monitoring and evaluation of SEND:

The school uses School Pupil Progress Tracker for on-going assessment which is a comprehensive suite of data which informs teachers of individual pupil progress and attainment as well as that for the whole school.

This Pupil Progress Tracker is updated regularly by teachers and reported formally to governors three times a year and these outcomes are used to measure progress at all levels. This is supplemented by three sets of parents' evenings each year.

The school has a designated SEND governor, who works with the SENCo to monitor and evaluate provision and procedures.

Training and Resources:

All staff are encouraged to maintain and develop the quality of teaching and provision to respond to the strengths and needs of their pupils.

The school is able to identify emerging needs in line with the profile of children with SEN including the arrival of a child with a condition which is unfamiliar within the school.

There is an Induction programme for all staff joining the school and SEND is a key element of this programme to ensure familiarity with practice and procedures.

Roles and Responsibilities:

Governors

The Governing Body will identify a named governor responsible for overseeing the provision of SEND within the school and for evaluating how effectively the school is implementing its SEND policy.

SENCo

The SENCo will:

- Define the strategic development of the SEND policy and ensure its implementation within the school, in conjunction with the Head Teacher, Assistant Head and Governing Body.
- On a day to day basis, supervise and co-ordinate the specific provisions made to support individual pupils with SEND, including those with EHC plans.
- Provide professional guidance to colleagues and work closely with staff, parents/carers and other agencies.
- Act as a focal point for liaison with external agencies, especially the Local Authority and its support services.
- Maintain an awareness of the provision in the Local Offer and work with other professionals and with parents/carers to ensure the pupils with SEND receive appropriate support and high quality teaching and learning.
- Work with the Head Teacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Liaise with other education providers to ensure that a pupil and their parents/carers are fully informed about options and smooth transition between schools can be planned.

Class Teacher

All class teachers will:

- Provide a high quality, differentiated curriculum for ALL pupils in their class.
- Identify those SEND children for who the standard curriculum is insufficient or inappropriate.
- Discuss SEND children's needs with parents and the SENCo as appropriate.
- Take primary responsibility for developing, implementing and monitoring a pupil's support plan. Any changes to support plans to set new outcomes will be discussed with parents/carers.
- Ensure that the SENCo is updated on any changes to SEND children's needs or circumstances.
- Undertake appropriate SEND training when required to do so by the school.

Teaching Assistants

Teaching assistants will:

- Provide support for individuals or groups of SEND pupils as defined by the class teacher, SENCo or senior leadership team.
- Monitor the progress and achievement of SEND children and immediately bring any concerns to the attention of the class teacher, who may then refer the matter to the SENCo.
- Undertake appropriate SEND training when required to do so by the school.

Storing and Managing Information:

SEND documentation is stored within the school's computer system with appropriate access protocols in place to ensure confidentiality and data safety. Hard copies of information are stored in a secure office.

Files are transferred securely to receiving schools on transition or to the local authority securely through a secure link.

Reviewing the policy:

The policy will be reviewed by the SENCo, SLT and the SEND governor. Any recommendations for changes will be taken to the Governing Body on an annual basis.

Complaints:

Concerns about how this policy is implemented should be addressed to the Head Teacher, who may then raise the matter with the SEND Governor and SENCo. All other complaints will be dealt with in accordance with the school's current Complaints Policy.

Linked Policies and Information:

- Child Protection Policy
- Behaviour policy
- Supporting children with Medical conditions policy.
- SEND Information (on website)

Approved Chair of Governors

Date