

## St Mary's C of E Primary School Special Educational Needs

This SEN policy is written to comply with the 2014 Children and Families Act and its SEND code of Practice. St Mary's school will ensure that our duties, as set out in the Equality Act 2010, are fulfilled to enable all pupils with special needs and disabilities to be fully included within their education alongside others who do not have a special educational need or disability.

### **Definition of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014**

A child or young person has a special educational need 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** or **disability** if they:

- a) Have a significantly greater difficulty in learning than the majority of children 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 institution.

A child under compulsory school age has a special educational need if they fall within the definition of the above or would do so if special 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.

### **Guiding principles**

At St Mary's C.E Primary School we believe in providing every opportunity to develop the full potential of all children. Each child should receive a broad, balanced and differentiated curriculum, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued, and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our goal is that all children with *special educational needs* participate in activities compatible with the efficient education of other children and the efficient use of resources.

It is the policy in St. Mary's C.E. Primary School to try to identify these *special educational needs* as early as possible and to meet them on an individual basis. It has been agreed by the staff and governors that every attempt will be made to achieve:

- full integration, whilst recognising that time needs to be given for specific needs;
- awareness of barriers to learning experienced by children and providing support for them;

- the valuing of all contributions made by the children;
- the building of self-esteem;
- not to label children unnecessarily;
- To ensure a graduated response is used to approach all possible barriers to learning.

For all children with a special educational need, Staff Meetings/TA meetings are arranged to discuss the Special Needs within the school.

### **Criteria for evaluating the success of our policy**

The policy will be evaluated against the objectives stated by:

- Foundation teachers meet with Early Years settings;
- Foundation leader and SENCO attend pre-school Team Around the Child (TAC) meetings;
- an analysis of all teachers' planning by SLT ensures that a differentiated, effective creative curriculum approach is taken;
- parents/ carers are involved in/ support the creation of their child's **One Page Profile, My Learning Plan, My Support Plan and My Plan (EHCP)**;
- children are involved (if appropriate) in discussing their own support plans;
- 85% - 90% of those children identified as SEN reach their expected target as judged through objective testing and/ or teacher's professional judgement and/or no longer need additional support;
- SEND support surgeries with SENCO, Educational Psychology, Behaviour Support and Specialists during the year.

### **Equal Opportunities**

The school is committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. We promote self and mutual respect and a caring and non-judgmental attitude throughout

### **Policy objectives**

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- To ensure we **monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring by provision mapping and use of Learning Journeys of those pupils with SEN by their teachers and SLT (School Leadership Team) will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning to ensure pupils with SEN have full access to the curriculum.** This will be coordinated by the class teacher and SENCO and will be carefully monitored and regularly reviewed to ensure

that pupil's needs are being catered for. All interventions and progress made are tracked using learning journeys.

- To develop working partnerships **with parents/carers** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **To involve children and parents/carers** in the creation of the child's **One Page Profile** or for those children with more complex needs in the creation of the child's CAF (common assessment framework), **My Support Plan**.
- To ensure we **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service (EPS), Speech and Language Therapy, Specialist SEN Service, Behaviour Support, Children and Adult Mental Health Service (CAMHS), Occupational Therapy.
- To create **a school environment where pupils can contribute to their own learning**. This means encouraging relationships with adults in the school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged by wider opportunities such as school council, educational visits, residential visits, school plays, sports teams, class circle times and play pals in the playground.
- To ensure the school has an accessibility plan, developed in line with statutory guidelines.
- To ensure the schools SEN information report is up to date and is relevant to the needs of the pupils in the school.

### **Roles and responsibilities**

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

Other enquiries can be addressed to Mrs Lisa Tew – Special Educational Needs Co-coordinator (SENCO) and Mrs Liz Tawn - Pastoral leader. Please make an appointment with the school office if you wish to speak to the SENCO or pastoral leader.

### **Governors' roles**

The governing body will aim to:

- ensure that the necessary provision is made for any child who has special educational needs;
- ensure that where the 'responsible person' – the Head teacher or the appropriate governor – has been informed by the LA that a child has special educational needs, and or medical needs, those needs are made known to all who are likely to teach them;
- ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole;

- ensure that a child with special educational needs has the opportunity to join in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- report to parents on the implementation of the school's policy for children with special educational needs;
- have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all children with special educational needs;
- ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child.

The governors play an important role in ensuring that:

- they are fully involved in developing and monitoring the school's SEN policy;
- they are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Improvement Plan;
- the quality of SEN provision is continually monitored;
- clear information and access regarding SEN policy is available to parents through consultation, the school website and prospectus.

### **Role of the SENCO**

The SENCO (Mrs Lisa Tew) is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- ensuring that teachers and parents/carers understand how the graduated response for St Mary's works and how each stage supports the child's needs.
- supporting teachers, parents/carers and children in the creation of **One Page Profiles, My Learning Plans, and My Support Plans**. Assisting in the review of these profiles and plans alongside the above;
- having an overview of the day to day implementation of the school's SEN Policy;
- organising and/or contributing to and, where necessary, leading the in-service training of staff;
- working alongside staff to assist them in identifying, assessing and planning for pupils' needs and ensuring that children make progress;
- undertaking individual assessments as appropriate coordinating the range of support for children with SEN in consultation with the SEN governor, staff, parents/carers and other agencies. Providing advice to staff supporting and liaising with staff with regards to strategies;
- overseeing the specific SEN information and reports for all children with SEN;
- overseeing and maintaining specific resources for special educational needs;
- liaising with parents/carers of children with SEN in conjunction with the class teacher;
- liaising with external agencies and reporting to the SEN teacher, class teachers and TAs;
- liaising with Early Years settings, previous schools and secondary schools;
- undertaking Transfer Review Paperwork;

- attending appropriate in-service training;
- monitoring, evaluating and reporting on provision for children with SEN to the Governing Body in conjunction with the SEN Governor;
- meeting with Wiltshire Learning Support Team (WLST);
- maintaining appropriate records to inform reviews and reports;
- keeping abreast of significant development/research for all areas of SEN;
- ensuring any annual reviews for an ECHP are conducted.

### **Pastoral leader**

St Mary's school recognises that currently 34% of our SEN cohort have a social emotional mental health issue as a primary need. Much of our SEN cohort have pastoral needs as a secondary need.

The pastoral leader (Mrs Liz Tawn) is responsible for coordinating the pastoral support within the school; this would involve:

- To coordinate the CAF process for families in need including TAC meetings
- To offer pastoral support to individuals identified
- To know when to refer children for additional support for their pastoral needs
- To coordinate the work conducted by the MDSAs

### **The Head teacher will:**

- oversee the implementation of the special educational needs policy with the SENCO and pastoral lead
- work closely with the SENCO and pastoral lead
- ensure that the SENCO and pastoral lead achieves the requirements for the performance of his/her duties;
- liaise with governors.

### **The class teacher should:**

- be aware of the school's procedures for identifying, assessing and making provision for children with special educational needs (GRSS, Boxall, CTAP (class teachers' assessment pack), Dyslexia Quest, DEST);
- integrate all children fully into the class routines;
- plan work according to children's differing needs and abilities, as shown on lesson planning;
- working with the child to understand the child's needs and the support needed as set out in the child's Support plan
- review and record progress and share this with parents/carers and the child; using My Support Plan if necessary
- pass on any information to the next teacher / school;

- inform parents if a pupil is to be placed on the SEN register or is to undertake Wave 3 provision;
- attend appropriate in-service training;
- be maintaining the class SEN file;
- keep parents up to date with any provision put in place for a pupil.

### **The Teaching Assistant is responsible for:**

- supervising, supporting and assisting children, on an individual basis or in small groups, throughout the primary age range, encompassing **all** areas of the curriculum including games and swimming if requested under the guidance of the class teacher;
- preparing resources;
- attending appropriate in-service training;
- keeping a record of activities/relevant observations etc. and to share these with the class teacher;
- meeting regularly with class teacher to review and plan activities and assess pupil progress;
- attending meetings with external agencies, i.e. Speech Therapist/Educational Psychologist with the SENCO or class teacher;
- reading reports provided by external agencies;
- following activities suggested by external agencies after discussion with the SENCO/class teacher;
- encouraging the social, emotional and educational development of the pupils, in co-operation with the teacher, by offering appropriate attention, relationships, care and interest in the children and their activities;
- acting as a liaison to understand and record work in an appropriate way and reinforce learning.

### **Resources**

Once the school budget has been approved, consideration will be given to resources needed to meet the schools SEND requirements. The Headteacher will ensure that these funds are allocated most effectively by using the provision mapping process. It is now mandatory that all schools fund the first £10000 (if a child lives in Wiltshire) or 15 hours of any SEN support required by a pupil.

### **Accessibility plan**

The school will ensure an accessibility plan is available which will evaluate the suitability for access for those with a disability. This plan will clearly identify areas within the school that need to be developed in order to support access to the school. This policy will be review annually in line with the Equality Act 2010.

### **School information report**

The school will produce an annual SEN information report which will highlight changes and information regarding the local offer. It will detail the support offered within school, services accessed by the school as well as contact details for parents/carers.

### **Arrangements for coordinating provision for children with SEN**

All pupils receive Quality First Teaching. The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific activities related to the needs identified on their Support plan. This may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The class teacher in conjunction with the SENCO will oversee this provision to ensure it meets the objectives of this policy.

### **SEN Support**

The aim of formally identifying a pupil with SEN is to help ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process which is supported by the Wiltshire GRSS document and St Mary's Graduated Response

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views where appropriate and advice from external support services will be considered. This analysis will require regular review to ensure that support is matched to need, that barriers to learning are clearly identified and are being overcome and that the interventions being used are developing and evolving as required. Where external support is not involved it may be that they are contacted, if this is felt to be appropriate, following discussion and agreement from parents and the filling in of a DART online form.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree to the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for a review. Parental involvement may be

sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the children on a day to day basis. They will retain responsibility even where the interventions may involve small group or one to one teaching away from the classroom setting. The teacher will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with the classroom teaching. Further support can be provided by the SENCO.

## **Review**

Reviews will be undertaken in line with agreed dates (usually termly). The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on with parents and the pupil.

## **Referral for an Education, Health and Care Plan**

If the child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur only where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Once all the information concerning the child has been gathered then a decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan.

## **Education, health and care plan**

If the LA does draw up an education, health and care plan then the school will have the following responsibilities:

- To ensure that the recommendations are implemented;
- Progress will be formally reviewed by holding an annual review meeting;
- Invite relevant professionals, pupil and parent/carer to the review meeting;
- The views of the school, pupil and parent are recorded;
- The LA informed of the outcome of the annual review;
- Parents/carers and any other element professional will receive a copy of the report;
- Any review for a child in year 5 and year 6 should happen no later than the spring term to ensure that any amendments are in place prior to that pupil's transition into secondary school.

## **Identification and assessment arrangements and review procedures**

The school follows the guidance contained in the Special Educational Needs Code of Practice.

The Code does not assume that there are specific categories of special educational need but recognises that children's needs and requirements may fall within or across four broad areas. These are: -

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and/ or physical.

As a school we recognise that progress and attainment can also be affected by factors ***other than SEN e.g.***

- disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN);
- attendance and punctuality;
- health and welfare;
- English as an Additional Language (EAL);
- being in receipt of Pupil Premium grant;
- being a Looked After Child;
- being adopted;
- being a child of a serviceman/woman.

## **SEND Local Offer**

The Wiltshire Local Offer helps parents, carers and young people to find out about the support and services available in their local area and how to access them. The Local Offer includes information on:

- Education;
- Preparing for adulthood;
- Health and social care;
- SEND service;
- Leisure;
- Travel;
- Support and guidance.

Wiltshire's local offer can be accessed through this website [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk).

For parents and children who live in Swindon the local offer can be accessed through [www.children.mycaremysupport.co.uk/](http://www.children.mycaremysupport.co.uk/)

### **Admission arrangements**

Normal admission arrangements apply. The admission policy is based on agreed Wiltshire 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 transferred into the school with a statement or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriated member of the LA to ensure that their needs can be met.

### **Complaints procedure**

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or the Head teacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State.

### **In-service training CPD**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Through the monitoring and evaluating of our provision the SENCO, with the head teacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan. Staff who attend further courses will provide feedback on courses attended through staff meetings. The effectiveness of such training will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEN provision.

### **Partnership with parents/carers/children**

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 process. Children's and parents'/carers' views are sought in implementing and reviewing the support plans.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who

know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to take ownership of their learning and discussing what they can do to improve.

### **Links and Use of outside agencies**

Close links are maintained with LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. SEND surgeries are regularly held involving the advisory teacher for SEND, Behaviour Support and the Educational Psychologist. Where it is necessary to contact outside agencies, the SENCO will make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Educational Psychologists, Local Educational Team including Learning Support Team, Physical and Sensory Impairment Support Service team, Speech and Language Therapist, Behaviour Support Team, Social Services, Health and LA personnel. Any of these agencies may be involved in the construction, delivery or review of targets set in a support plan order to ensure children's attainment is raised.

The school continues to build strong working relationships and link with external support services in order to fully support our SEN pupils and aid school inclusion.

### **Links with other schools**

Links are maintained to ensure smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. During Y6 staff from Bradon Forest or other Secondary schools learning support team visit and work with specific SEND children, on a regular basis. Additional induction days are regularly arranged for SEND transferring to secondary school. Any relevant information is shared to ensure there is continuity of agreed provision.

### **Date of review**

This policy will be reviewed in January 2020.

### **Glossary**

ADD	Attention Defect Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AfL	Assessment for Learning
ARM	Annual Review Meeting
ASD	Autistic Spectrum Disorder
AUT	Autism

BESD	Behaviour, Emotional and Social Difficulties
B Squared	A very basic small step mathematical assessment.
BSS	Behaviour Support Service
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
DART	Direct access referral
DCD	Development Coordination Difficulties (Dyspraxia)
DYSC	Dyscalculia
DYSL	Dyslexia
DYSP	Dyspraxia
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulties
ECM	Every Child Matters
EP	Educational Psychologist
ESL	English as a Second Language
EWO	Education Welfare Officer
FSP	Foundation Stage Profile
HAS	Home School Agreement
KS	Key stage
LA	Local Authority
LAC	Looked After Children
MLD	Moderate Learning Difficulties
OT	Occupational Therapist
PSA	Parent Support Advisor
PSI	Physical and Sensory Impairment
PT	Physiotherapist
S & L	Speech and Language
SaLT	Speech and Language Therapist
SCD	Speech and Communication Difficulties
SEAL	Social and Emotional Aspects of Learning
SEBD	Social, Emotional and Behaviour Difficulties
SENCO	Special Educational Needs Coordinator
SLD	Severe Learning Difficulties
SPA	single point of access
SpLCN	Specific Language and Communication Difficulties
SpLD	Specific Learning Difficulties
SSEN	Statement of Special Educational Need
TA	Teaching Assistant
VI	Visual Impairment

Wave 3	Support interventions beyond what is normal for classroom support – usually recommendations from outside agencies
WIPD	Wiltshire Indicators and Provision Document – an assessment grid for teachers due to be replaced by:
WGRSS	Wiltshire Graduated Response to SEND Support