

**Believe and Achieve Together**



## **St Mary's CE Primary School** **SEND Policy**

Adopted: December 2019  
Reviewed: January 2023  
Next Review: January 2026

*"I pray that you would be rooted and established in love.....  
Filled to the measure of the fullness of God" (Ephesians 3:17-19)*

*I can do all things through Christ which strengthen me. – Philippians 4:13*

At St Mary's we are committed to promoting the highest possible levels of achievement to ensure that each individual pupil reaches their potential and to value all learners equally while developing their enthusiasm for learning. We focus on the outcomes for children.

**SEND:**

- A significantly greater difficulty in learning than the majority of children of the same age
- A disability or physical impairment which prevents or hinders children from learning
- An emotional or behavioral difficulty that impedes the child's own learning, or that of other children.

### **Our Vision for SEND at St Mary's :**

Our vision is the equality of opportunity for, and inclusion of, all pupils.

St Mary's School aims for inclusion and the removal of any potential barriers - physical or otherwise - to learning and achievement. We see inclusion as a process by which we develop our policy and practice to include all pupils.

We aim to create a supportive yet challenging environment which values difference and recognises the achievements of all children and leads to personal standards of excellence.

### **The objectives of our SEND policy:**

- To identify students with special educational needs and disabilities as early as possible so that appropriate provision can be made and their needs met and attainment raised
- To work within the guidance provided in the SEND Code of Practice 2014
- To allocate staffing and resources in ways which reflect differing individual needs
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them and that targets set are appropriate and achievable based on identified need
- To plan an effective curriculum to meet the needs of children with SEND which is stimulating, focused and challenging
- To involve parents/carers in significant changes to their child's daily routine and where their approaches are additional to or different from daily differentiated teaching.
- To ensure that learners express their views when appropriate (KS2) and are fully involved in decisions which affect their education
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision of children with special educational needs

St Mary's is committed to providing an appropriate and high quality education for all of the children in our school. We believe that all children are entitled to a broad and balanced academic and social curriculum, which is accessible to them. At St Mary's all children are entitled to achieve success and are to be fully included in all aspects of school life. We are committed to maximum inclusion, whereby the class teacher is responsible for meeting the needs of pupils in their class. Good Special Educational Needs and Disability (SEND) practice is good practice for all children.

### **Identification, Assessment and Provision**

At St Mary's, we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for students.

The Code states that: -

'The support and intervention provided should be selected to meet the outcomes identified for the learner, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.' **SEND 0-25 Code of Practice (2015) para. 6.50.**

The school follows the guidance contained in the SEN Code of Practice (2014). This recommends a graduated approach. The Code does not assume that there are rigid 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, Mental and Emotional Health;
- Sensory and/or Physical.

As outlined in the Teachers' Standards 2012, **teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or support staff.** Where possible, we will meet every child's needs within the classroom through ensuring that planning, teaching and approaches are high quality and effective.

At St Mary's, the progress of all pupils is regularly and carefully reviewed during pupil progress meetings, where those children at risk of underachievement are identified. This includes reviewing, and where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

St Mary's School has a graduated approach to SEND as recommended in the SEN Code of Practice (2014):

**Wave 1:** Initially, children receive inclusive quality first teaching for all, which will include the provision of differentiated class work. Some children at this level may be on our concern list as we are carefully tracking and reviewing their progress.

**Wave 2:** If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

**Wave 3:** If there are still concerns, children will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential, with the possibility of outside agency support.

It is only at this stage that a child will be placed on the School's list of children with SEND and parents will be involved in the SEND Process.

Teachers carry out termly teacher assessment of all children using a range of sources including observations, class work and class based assessment. Pupil progress meetings/discussion are held annually with teachers, Head Teacher and SENCo from which we track and identify children who are not making expected progress. If teachers have concerns about pupil progress or attainment and a child is deemed to need 'additional to or different from' work and /or support, parents will be contacted to discuss these concerns so they can share their views and any additional support can be agreed.

If a learner is identified as having SEND, we will provide support intended to overcome the barrier to their learning. This will be 'additional to' or 'different from' the differentiation approaches and learning arrangements normally provided as part of the high quality, personalised teaching.

When providing support we engage in a 4 stage process: Assess, Plan, Do, Review

**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher and assessments.

**Plan** – this stage identifies the barriers to the learning, intended outcomes and details what additional support will be provided to overcome the barriers.

**Do** – providing the support – extra assistance for the learning or learning aids as set out in the plan.

**Review** – measuring the impact of the support provided and considering whether changes to that support need to be made. Parents may need to be involved at this stage (on the discretion of the Teacher and SENCo)

This stage then informs the next cycle, if necessary. There will be a definite emphasis on outcomes rather than amount of provision.

### **Supporting Pupils and Families.**

Parents should refer to the LA Local Offer for information and support and to access links with other agencies. Transition into the school, from class to class, across key stages, and onto secondary school is managed very carefully for all children, especially those with SEND, and parents will be involved if staff feel this is appropriate. Close links are maintained with local schools and transition arrangements are in place to ensure continuity of learning when pupils change

schools. Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. Parents/carers contribution to their child's education is valued highly by the staff of our school.

### **Early Identification**

Every child's skills and attainment will be assessed on entry to St Mary's. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made. The needs of pupils are evaluated through a range of indicators:

- The outcomes from on entry assessment
- Class teachers make regular assessment of all pupils and identify those who are making less than expected progress. The first response to any child who falls in to this category should be highly targeted teaching at the area of weakness by the teacher.

Following this, if there is limited measurable progress, the teacher, in conjunction with the SENCo, will gather further evidence ,including:

- The views of the child
- Any concerns raised by parents
- Contributions from outside agencies
- Standardised screening or assessment tools
- Behaviour data (Persistent disruptive or withdrawn behaviour does not necessarily mean that a child has SEND)

### **SEND Provision at St Mary's**

Class teachers are responsible and accountable for the progress and development in their classes, including where pupils access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching.

Additional information, such as private assessments, will not be the main data used, but will be used in conjunction with our own data. Identification and provision will be made through the SEND Support Frameworks for each of the four categories of need.

### **Involving specialists**

Where a student continues to make less than expected progress due to SEND, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies. Where a specialist is involved in a formal observation of a child or completing a written report, parents/carers will be informed.

### **Education, Health and Care plans**

In very few cases the child's needs may be such that the school will consider requesting that the local authority carries out an assessment of the child's special educational needs. If this leads to an EHCP then support will be provided according to the banding level on the ECHP.

The EHCP will be reviewed at least annually at an Annual Review Meeting.

A child with an EHCP will have a 'Shared Goals Plan' which is drawn up in a multi-professional meeting held once a term in school and attended by the professionals, parents and staff involved with the child. Where appropriate, the child will attend the meeting.

The SENCo meets regularly with those providing interventions in order to discuss progress. The SENCo meets regularly with staff to discuss inclusion and differentiated programs of work for individual children.

### **Training and Resources**

Many of the resources used by children having special educational needs are available within the classroom however funding may also be spent on further additional resources, staffing costs and time allocated to the SENCo to manage the support for special educational needs and meet the objectives of this policy.

In order to maintain and develop the quality of teaching and provision so that they are able to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified and monitored by the SENCo. All teachers and special support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCo regularly attends the LA SENCo network meetings in order to keep up to date with local and national updates in SEND.

### **Admission arrangements**

Normal admission arrangements apply. The Governing Body is responsible for the admissions 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 Equal Opportunity. No child will be denied admission because of his or her, 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 a statement or EHC Plan, 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 appropriate officer of the LA and the school to ensure that their needs can be met as fully as possible within our limited facilities, building restrictions and human resources.

A carefully planned transition will be implemented to ensure successful integration into St Mary's.

### **Provision Mapping**

Provision maps will be used to track the progress of students where intervention is taking place. Provision maps will be used in the review part of the graduated approach to support the continuation or changing of any SEND support being given.

St Mary's will have regard to the **Special Educational Needs and Disability Code of Practice** (2014) when carrying out our duties towards all pupils with SEND.

### **The Role of the SENCo at St Mary's Primary School**

The Code states that: -

*"The SENCo **must** be a qualified teacher working at the school. A newly appointed SENCO **must** be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment"* **SEND 0-25 Code of Practice (2015) para 6.85**

and that

*"The SENCO has an important role to play with the Head Teacher and Governing Body, in determining the strategic development of SEN policy and provision in the school."* **SEND 0-25 Code of Practice (2015) para 6.91**

The SENCO is responsible for the day to day operation of the school's SEND policy, and coordinating the provision for learners with SEND by: -

- Monitoring SEND through each Key Stage and liaising regularly with all staff.
- Advising on the deployment of the school's delegated budget and other resources to meet learners' needs effectively.
- Completing regular audits of children with SEND.
- Keeping and updating SEND files.
- Ensuring that all staff are aware of objectives, strategies and guidelines of the policy, are aware of the procedure for identifying, assessing and making provision for learners with SEND and carry out their responsibilities for the day to day teaching of SEND learners.
- Making appropriate provision for learners with identified SEND and timetabling effective interventions.
- Advising and supporting colleagues on matters relating to SEND.
- Being involved and contributing to the reviews of Wave 3 learners with SEND.
- Liaising with the relevant Designated Teacher where a Looked After learner has SEND
- liaising with external agencies including the LA's support, Additional Needs Team, Educational Psychology Service, health and social services, and voluntary bodies.
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- liaising with parents/ care provider
- 3 meetings per year (1 per term) with SEND link Governor

### **Role of Head Teacher**

The Head Teacher has responsibility for the day to day management of all aspects of the schools work, including provision for the children with SEND. They will keep the Governing Body fully informed through the termly Head Teachers Report, whilst closely working with the SENCo.

Before the school can apply for additional funding for a child, we must evidence that £6000 from the whole schools budget has been used to meet their individual needs. (School is not allocated £6000 per child)

### **Role of Governors**

The Governing Body should

- Appoint a SEND link Governor
- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all children with special educational needs.
- Have a written SEND policy containing the information as set out in the SEN Code of Practice.
- Ensure they are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personal resources are deployed.
- Ensure the appointment of an appropriately qualified SENCo.
- The appointed governor will report back to the governing body at termly meetings.

