

St Mary's C of E Primary School

Special Educational Needs Policy

Adopted: September 2017

Review date: September 2018_____

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN 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 others 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 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) 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.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

We believe that St Mary's C of E Primary School is a place where the whole child is able to develop in a secure and happy environment. Our school community is underpinned by Christian values, we have a kind and caring ethos where it is safe for our children to take risks and make mistakes and experience success. Our relationships with the children provide positive role models based on mutual respect, support and trust. Our school has a very positive "can-do" culture where praise and encouragement prevail, and children achieve.

We aim within our small school to nurture confident, emotionally resilient and thoughtful individuals, who understand the positive contribution that they can make in the world.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Identify the needs of pupils with SEND as early as possible.**
The school does this by gathering information from parents, education, health and care services prior to the child's entry into school to facilitate a supportive transition into school.
- **Monitor the progress of all pupils**
The school does this by carefully monitoring the progression of the children by assessing them at four points in the year. This information is used to review the effectiveness of the strategies and plan next steps in learning to ensure that the children reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.**
The school does this by carefully adapting the National Curriculum wherever possible and providing resources to support the child in their learning. The SENCO and the Head teacher carefully monitor the progression of the children and ensure that the children's needs are being met.
- **Work with parents**
The school does this by gaining a better understanding of the whole child. It is important to involve parents in their child's education. This includes supporting parents in terms of understanding SEND procedures and practices, providing termly meetings on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies**
The school does this when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.**
The school does this by involving them in their learning targets and listening to their thoughts and feelings through discussions with their class teacher. This will be reflected in decisions made about their targets but also encouraged through wider opportunities such as school council, young leaders (in the playground) and after school clubs.
- **Partnerships that support pupils with SEND**
The school is part of the Mansfield Behaviour partnership which focuses on supporting children with emotional and behavioural needs.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs. Illet-Coupe.
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs. Sambrook.
- The Link Governor with responsibility for monitoring the implementation of this policy is Mr. Catchpole

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEN support records such as provision maps, targets and structured conversations and monitoring of progression for individual pupils.

All staff can access:

- The St Marys C of E Primary School SEND Policy
- A copy of the full SEND Register
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans)
- Information on individual pupils' special educational needs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

We refer to our admissions policy, which is available on the school website at www.st-maryscofe.notts.sch.uk. This is updated by the admissions panel of the governing body on an annual basis.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Prior to transition, school will liaise with the relevant school and provide all live and historic information so that the new setting are aware of the child's needs and can prepare for them accordingly. The feeder school for St Mary's is the Dukeries Academy. During transition, the children have a week long induction during both the spring and summer term and also have the opportunity to attend a two week summer school. The children will be visited by Mr Snowdon who is the head of Year 7 and Mr Pannett who is the transition coordinator for Dukeries Academy. Sometimes our children may choose to transfer to other, non-linked secondary schools. We always endeavour to ensure that children transferring to a non-linked secondary school have a day's induction and meet the head of Year 7

5. Specialist SEND provision

St Mary's C of E Primary School has 10 pupils with SEN (as of 09-2017.)

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 10.

6. Facilities for pupils with SEND

The school is committed to whole school inclusion and if needed, we would make reasonable adjustments where necessary to provide appropriate facilities and comply with all relevant accessibility requirements.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to part of the school's budget which is specifically for SEND. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The SENCO attends a termly Springboard meeting with other SENCOs in the Dukeries family, the family SENCO and representatives from the Multi-agency panel. A register of SEND support children is discussed and decisions are jointly made about the level of funding and outside agency support required by each individual school in the Dukeries family.

When a child is identified as having a special educational need, the provision to support learning is considered carefully. There are a number of resources that have been purchased specifically to address individual needs. These include apparatus to support maths, such as Numicom & Addacus; schemes such as Beat Dyslexia, Project Code X and Easy Learn to support reading, writing & phonics; and technology such as “talking tins”, specific IT programs and games. We also have schemes to support pupils with BESD from the Winslow Press & “Buster” to help children with anger management strategies.

St Mary’s also is developing a resource bank of diagnostic testing materials that will help staff to identify specific needs in learning and therefore address needs appropriately. The school has Sandwell Numeracy assessment; Boxall Profile; Dyslexia Screening.

Updates and training are delivered to all staff as we believe that many SEND interventions frequently have a relevance to all learners and can be used as strategies for improving teaching & learning throughout school.

SEND funding and Pupil Premium is used to finance inclusive practice. Further details of Pupil Premium fund may be found on the school website.

In this current year we have no pupils on EHCPs

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school’s SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child’s needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil’s school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised 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 and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for 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 child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the 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 the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a 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 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.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Specialist support, where available, will be sought for advice on how to modify and adapt the curriculum to facilitate inclusion.

The whole school provision map for SEND children is updated termly in response to assessment of the children's progression over the term. To ensure provision meets the needs of the children, the SENCO and head teacher will:

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Provide regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching so that they are up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Ensure that individual or group teaching is available where it is felt that pupils would benefit from this provision and inform parents of this.

The staff will:

- Make the best use of all class facilities and space.
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Set appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Head Teacher together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub

The school is committed to providing a nurturing environment where the whole child can thrive. As and when it is appropriate, specialist programmes are used to support the children's emotional well-being such as draw and talk, happy to be me and "Buster" (an anger management resource.)

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. The provision map identifies the interventions available to the staff and pupils. When a child begins an intervention, they are assessed before and after completion. This ensures that the value and usefulness of the intervention can be measured.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. This is then discussed with the Head Teacher and SENCO. Staff discuss learning targets with the child and then parents are invited to attend a structured conversation to discuss their child. The parents are then given a questionnaire that asks them to review the process of support for their child.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO, Head Teacher and SEND Governor. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parents evening, consultation and feedback forms. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014. The evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

13. 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.

The SENCO attends relevant SEND courses, Family SEN meetings and facilitates relevant SEND focused external training opportunities for all staff. We recognise the need to train *all* our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

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

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

15. Working in partnerships with parents

St Mary's C of E Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The school encourages parents to be involved in the life of the school by inviting them in regularly to participate in events such as raising money for charity through activities run by the School Council, school church services, violin and choir concerts, drama performances and themed art projects.

If parents have a concern, the school encourages them to discuss it with the class teacher as and when it arises. Parents are kept up to date about their child's progress and well-being in school on a termly basis through structured conversations and are given a report at the end of the year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor Mr. Catchpole may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school is a member of the Dukeries family of schools and the Minster School of Alliance. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

The family SENCO, Miss Watson, visits the child during the Summer Term before they transfer to their local Secondary School. Learning targets are discussed, along with any concerns or questions the child may raise and parents are also invited to discuss transition.

17. Links with other agencies and voluntary organisations

St Mary's C of E Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Notts Education Psychology Service
- PSED
- Social Care
- SFSS (Specialist Family Support Service-Early Years and Key Stage 1)
- Enhanced Resource Team (ASD support from Key Stage 2 onwards)
- Specialist Outreach Services (for hearing, visual and physical impairments)
- Think Children
- CAHMS

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed

Mrs Illet-Coupe

(Headteacher)

Date _____

Signed _____

Mrs Sambrook **(SENCO)**

Date _____

Signed _____

Mr Catchpole **(SEND Governor)**

Date _____

This policy will be reviewed annually.