

SPECIAL EDUCATIONAL NEEDS POLICY

ST MARY'S LEWISHAM CE PRIMARY SCHOOL

Our Vision

To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on His message of equality, peace and justice, guided by His words '*As I have loved you, so you must love one another*' (John 13:34).

Through our Special Education Needs Policy we will promote the school vision and develop the unique gifts, wellbeing and potential of every child through:

- Demonstrating to pupils are valued by celebrating their achievement and success
- Ensuring that pupils who have a barrier to their learning are identified early in order to support and sustain good progress
- Ensuring that we work in close partnership with parents, carers and professionals
- Ensuring that curricular targets are set and embedded in the planning, teaching and assessment cycle
- Using ongoing assessment information to support identification of needs and plan how to address gaps through quality first teaching, interventions, support etc

School Vision

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Introduction

At St Marys C.E. Primary School, we believe in the importance of giving all children equality of opportunity to reach their full potential academically, spiritually, intellectually and socially. In school, we recognise that some of our children face greater obstacles to achievement and may need special consideration. We believe that it is the shared responsibility of the whole school to plan and support every child, including those with Special Educational Needs and/or Disabilities (SEND) so that the needs of all our children are met.

The main purpose of this document is to provide practical guidance and information about our approach and procedures which will enable all stakeholders to work together for the benefit of our children. This policy draws upon duties conferred by the "SEND Code of Practice 2014" which sets out the statutory guidance for organisations who work with and support children and young people with SEND.

1 POLICY AIMS

The purpose of this policy is to:

- Work within the guidance provided in the SEND Code of Practice (2015)
- Maximise outcomes for children with SEND and their families
- Plan an effective and differentiated curriculum to meet the needs of children with SEND to help them overcome their barriers to learning and reach their full potential
- Involve the children and their parents/carers in the identification and review of the targets set for individual children
- Work in close partnership with the parents/carers of children who have special educational needs to promote their unique gifts and wellbeing
- Ensure that all who are involved with children are aware of the procedures for identifying their needs when supporting and teaching them
- Provide support and advice to all staff working with children with special educational needs and/or disabilities
- Work in close partnership with outside agencies to support children who have special educational needs

2 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them because they have:-

- (i) Significantly greater difficulty in learning than the majority of others of the same age
- (ii) A Disability which prevents or hinders them from making use of educational facilities

A child under compulsory school age has SEND if they fall within the definition at (i) or (ii) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

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 Code of Practice does not assume that there are hard and fast categories of special educational needs but recognises that children's needs and requirements may fall within or across four broad areas.

Areas of need

1. Communication and Interaction

This covers difficulty with different aspects of speech, language or social communication

2. Cognition and Learning

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health difficulties

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

4. SENDsory and/or physical needs

3 IDENTIFICATION

The SEND Code of Practice states, *“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age”* (SEND Code of Practice, 2014. P97)

Quality First Teaching

At St Mary’s, we believe that high-quality everyday personalised teaching will provide a rich experience for all learners to succeed. This will be done through lessons that have clear objectives which are shared with the children and returned to at the end of the lesson. Class teachers will ensure that new vocabulary is carefully explained. The teachers at St Mary’s like to use lively, interactive teaching to make maximum use of visual, kinesthetic as well as auditory/verbal learning. Starting approaches like these are the best way to access learners who need extra help with their learning or behaviour.

Pupil Progress Meetings are held each term. Here, the class teacher meets with the Headteacher, Deputy Headteacher (DH) or Special Educational Needs Coordinator (SENDco) to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any pupils, who are falling significantly outside the range of expected academic achievement, will be monitored.

- a) 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.
- b) 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.
- c) The SENDco will be consulted as needed for support and advice and may wish to observe the pupil in class and/or carry out a more detailed assessment of the child’s needs.
- d) Through (b) and (c) it can be determined which provision the child will need - going forward.
- e) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- f) 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.
- g) The child is recorded by the school as being under observation due to any concern raised by a parent or teacher but this does not automatically place the child on the school’s SEND register. Any concerns will be discussed with parents informally or during parents’ evenings.

4 SEND SUPPORT

Pupil voice

When a child has been identified as having a special educational need, it is our responsibility to ensure that they have the maximum opportunity to attain and make progress in line with their peers. We listen to the thoughts and feelings of our children and focus on their strengths as well as their areas of need. We do this in the context of support, recognising that children need guidance and encouragement to make informed decisions. It is imperative for IEP's and Provision maps to be discussed with our children so that they take ownership of targets and can monitor and evaluate their own progress against these targets.

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets
- Monitor their success at achieving the targets on their Individual Education Plan

Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEND support.

The 'pathway' to SEND support can be found in the appendices section. The support provided consists of a four part process:

1. Assess
2. Plan
3. Do
4. 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. More detailed assessments may be administered by the SENDCO and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

Plan

Planning will involve consultation between the teacher, SENDCO, parents and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is

expected and a clear date for review. This will be recorded on a provision map. 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 to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCO will provide strategic support during this stage.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact of interventions and adjustments. It will also take account of the views of the pupil and parents. This review will be recorded on a child's pupil progress notes. The class teacher, in conjunction with the SENDCO, will revise the type and level of support and, if necessary, the cycle will begin again. Occasionally a pupil may need more expert support from an outside agency such as the Learning Support Service, Speech and Language therapy etc. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHCP). This document will describe a child's SEND and the provision recommended. EHCP can involve the Local Authority (LA) providing extra resources to help a child. These could include money, staff time, special equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENDCO, LA representatives and other professionals as required.

5 ROLES AND RESPONSIBILITIES

SENDCO's Role

Currently the SENDCO is Mrs Maseko who is in the process of gaining the qualification National Award for SEND coordination (PgCert). The SENDCO is responsible for co-ordinating the provision of special educational needs throughout the school.

This will involve:

- Overseeing day to day operation of the SEND policy
- Managing class and individual SEND records
- Regularly updating the SEND register
- Coordinating provision for children with SEND

- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Liaising with the designated teacher where a Looked after Child has SEND
- Advising on use of delegated budget and other resources
- Liaising with parents of children with SEND
- Links with other educational settings and outside agencies
- Liaising with potential next providers of education
- Ensuring that SEND records are kept up to date
- Contributing to and, where necessary, leading the continued professional development (CPD) of staff
- Tracking the progress and achievement of SEND pupils
- Monitoring the quality of provision for SEND pupils
- Ensuring that parents are included in and notified of a decision by the school to make SEND provision
- Reviewing SEND policy

Class Teachers

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including pupils who access support from teaching assistants and/or specialist staff. High quality teaching and differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers should have high aspirations for every pupil. With advice and support from the SENDco, clear targets should be set and reviewed regularly. Teachers should seek practical advice, teaching strategies and information about the types of special educational need from the SENDco. Teachers must involve parents and pupils in planning and reviewing the progress of SEND children.

The views and aspirations of parents and children should be sought and regular updates on progress provided. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement).

At St Mary's, 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. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

All staff can access:-

- St Mary's CE Primary School SEND Policy
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupil's Special Educational Needs and/or Disabilities, including pupil profiles, outside agency reports, targets set and copies of their provision maps
- Target tracking and pupil progress data
- Profiles, outside agency reports, targets set and copies of their IEPs or provision maps
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through St Mary's Local Offer at <http://www.st-marys.lewisham.sch.uk/wp-content/uploads/2013/11/SEND-local-offer-2-11.pdf>.

Teaching Assistants and other Support Staff

Teaching Assistants (TAs), SEND TAs, the SHS worker and other support staff play an integral role in the provision for children with SEND. They are fully encouraged to contribute and participate in discussions about pupils experiencing difficulties. The Inclusion Manager meets weekly with TAs and SEND TAs to discuss record keeping, planning and identification of SEND pupils and to provide needs-based training. These members of staff are responsible for:

- ✓ Working in collaboration with the class teachers and the Inclusion Manager,
- ✓ Assisting in the identification of individual needs,
- ✓ Helping to provide effective learning strategies for 1:1/small groups,
- ✓ Developing a variety of methods appropriate to individual pupils,
- ✓ Assessing, recording and regularly evaluating pupil progress,
- ✓ Feeding back information to teachers and sometimes parents. A TA/SEND TAs point of contact with regards to any feedback/concerns is always the class teacher first

Headteacher

It is the Headteacher responsibility to:-

- Ensure that the SENDCO is able to influence strategic decisions about SEND
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year)
- Ensure a process is in place for involving parents and children in reviewing provision and planning for pupils identified with SEND

Governors

The governing body of a voluntary controlled school must ensure that:-

- The necessary provision is made for any child who has special educational needs.
- Where the SENDCO, Headteacher or the appropriate link governor has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them
- Teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Parents/carers are notified of a decision by the school that SEND provision is being made for their child
- The Special Educational Needs Code of Practice (2014) is adhered to when carrying out its duties towards all children with special educational needs, providing strategic support to the Headteacher and SENDCO
- The SEND policy is published on the school website
- A qualified teacher is designated as SENDCO
- Arrangements are in place to support children with medical conditions
- Information regarding the arrangements for the admission of disabled children is published, including the steps taken to prevent disabled children being treated less favourably than others
- The facilities provided to assist access of disabled children, and their accessibility plans

- The Governors of St Mary's C.E. Primary School are responsible for entrusting the Headteacher to monitor Safeguarding and Child protection procedures in a supportive and challenging role
- The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way
- The Governors monitor and review the SEND policy and all other statutory policies as defined by the DfE

6 PARTNERSHIP WITH PARENTS

At St Mary's, we believe that a close working relationship with parents is vital to the development and education of pupils. We acknowledge parents as their child's primary educators as they may be the first observers to identify a special need in their child. We encourage parents to tell the school about any specific needs their child may have upon entering school and at any time during their school career. All staff recognise the importance of working in partnership with parents. We therefore actively promote positive, effective and sensitive communications with parents through:

- Drawing on parental knowledge and expertise in relation to their child
- Focussing on the child's strengths as well as areas of need
- Recognising the personal and emotional investment of parents and being aware of their feelings
- Respecting the validity of differing perspectives and seeking constructive ways of reconciling different viewpoints
- Respecting the differing needs parents themselves may have, such as a disability, communication or linguistic barriers
- Recognising the need for flexibility in the timing and structure of meetings
- Ensuring that parents understand procedures and are aware of the LA's Parent Partnership Service as well as other external support services they may need access/pointers to
- Ensuring that at all stages of the SEND procedure, liaison is collaborative and parental involvement is encouraged, through formal and informal meetings. This includes parental consent before filling in a referral for early help and referring to any external agencies and a full discussion with parents where Statutory Assessment is being proposed
- Ensuring that systematic records of all provision and intervention is kept
- Ensuring that parents are formally invited to submit their views and attend the Statutory Annual Reviews, for pupils with Statements of Special Educational Needs
- Providing information on the SEND policy and making it available on the school's website or on request
- Keeping parents informed about current projects, homework and general progress of their child.

If a parent or carer has a concern or complaint regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or Deputy Headteacher who will be able to advise on formal procedures for complaint. Please refer to the school's Complaint Procedure for further information.

Pupils with medical needs

At St Mary's we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case, the school will comply with its duties under the Equality Act (2010).

If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we, would also look at any staff training that may be needed. Where necessary and in agreement with parents/carers, medicines are administered in school.

7 MONITORING AND EVALUATION

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The success of SEND provision and interventions for children on the SEND register are recorded on an IEP or Provision Map, which is updated on a termly basis. This helps to identify whether provision is effective. In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of discussion with parents and through parent consultation meetings. At St Mary's, we continually endeavour to support our children to attend school happily and cope well with class work. Liaison with parents is well established and parents are very supportive. There is good contact between school and home. Children continually move from one phase of support to another as their needs change and many no longer need SEND provision as their concerns diminish and their needs are addressed.

The effectiveness of the Special Needs and Disability Policy is continually under review and amendments are made where necessary, with the approval of the Governors. The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SEND co and SEND or school Leaders
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis
- Scrutiny of planning
- Teacher interviews with the SENDco
- Informal feedback from all staff
- Pupil interviews when setting new provision as well as targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring provision maps, intervention, attendance records
- Head teacher's report to parents and governors

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEND focused external training opportunities are made available to all teaching and support staff where appropriate. The SENDco regularly attends relevant SEND courses, network meetings and family SEND meetings, disseminating relevant information to staff and the HoS.

Bullying

This school will not tolerate harassment or bullying of children with SEND or disabilities. We believe that all children have a fundamental right to non-discriminative education, free from bias and disadvantage. The school will make every effort to eliminate all forms of discrimination and inequality. Please refer to the school's Behaviour and Safeguarding policies for further information.

Accessibility plan

The Accessibility Plan is currently under review.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

Transition arrangements

Many strategies are in place to enable a pupil's smooth transition to and from St Mary's, as well as transition between year groups and key stages.

These include:

- Discussions between the previous or receiving schools/teachers prior to the pupil joining or leaving
- All pupils attend a transition session where they spend some time with their new class teacher
- Additional visits are also arranged for pupils who need extra time in their new school/class
- Miss Bernard is always willing to meet parents/carers prior to their child joining the school
- Mrs Maseko liaises with the SENDcos from the secondary schools to pass on information regarding pupils with SEND

Funding

The SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual child's needs. Requests for funding resources are made to the SENDco or Headteacher who then scrutinise such requests. Should it be felt that a child requires more than 15 hours per week 1-1 support, an application for additional funding is made to the local Authority's SEND panel. Children who receive additional funding from the Local Authority are reviewed annually as stated in their Provision Agreement allocations.

The Policy was agreed by the governors on: 8th March 2019

The Policy was agreed by the staff on: 13th March 2019

Approved by: Resources Committee	Date: 08/03/2019
Last reviewed: March 2019	Next review due by: March 2020