



St Mary & St Thomas Church of England Primary School



SEND Policy

Author: SENDCO
Owner: CEO/Directors
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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

For more information on the convention and the rights of each child visit: <http://www.unicef.org.uk/>

Consideration is also taken of the Single Equality Act 2010 and of the SEND Code of Practice
2014

Policy Statement

St Mary and St Thomas CE Primary School aims to enable pupils with special education needs and disabilities to be fully involved in the life of the school, and to reach their full potential, taking an active role in school life, feeling secure and happy whilst experiencing success in a caring and stimulating learning environment.

The school also aims to involve pupils, their parents, staff and other concerned parties in the development of the necessary support for each child with special educational needs or disabilities.

Definition of Special Educational Needs and Disability

A child or young person has SEND if they have a learning difficulty or disability which calls for special or additional 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:

- have a significantly greater difficulty in learning than the majority of others of the same age
- 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.

A child under compulsory school age has special educational needs or disability if they fall within these definitions or would do so if special educational provision was not made for them.

Clause 20 Children and Families Bill

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

Aims

- To create an inclusive environment that meets the additional needs of each child.
- To ensure that the additional needs of children are identified, addressed and their needs are provided for.
- To make clear the expectations of all partners in the process (including parents and children).
- To identify the roles and responsibilities of staff in providing for all children's educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To actively involve pupils in a sensitive and non-stigmatising way in the SEND Support process to promote positive confidence and self-image.

ROLES AND RESPONSIBILITIES

The role of the School Committee (ref: Children and Families Bill)

Member with responsibility for SEND is Mrs Melissa Fiendley

- to cooperate with the local authority in the development and review of the local offer. This is essential so that the local offer provides a comprehensive, transparent and accessible picture of the range of services available to local children and young people with SEND and their parents
- to co-operate with the Headteacher to determine the school's general policy and approach to provision for children with special educational needs and/or disability
- to establish appropriate staffing and funding arrangements
- to maintain a general oversight of the school's work with SEND pupils
- to report to parents annually on the school's policy on Special Educational Needs and Disability

The role of the Headteacher

Head Teacher: Mrs Lyndsey Lewis

- to be responsible for the day-to-day management of provision for children with Special Educational Needs and/or Disability

- to keep the School Committee informed of issues related to pupils with Special Educational Needs and/or Disability
- to work closely with the school's SENDCO

The role of the SENDCO

SENDCO: Natalie Parry

At St Mary and St Thomas, the key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- reporting back to the Headteacher and School Committee on a regular basis, giving updates of progress and development
- co-ordinating provision for children with Special Educational Needs and Disability
- liaising with the Family Support Worker and Trust Director of Wellbeing
- liaising with, supporting and advising staff (teachers and teaching assistants)
- managing Teaching Assistants
- overseeing the records of all children with Special Educational Needs and Disability
- liaising with parents of children with Special Educational Needs and Disability
- identifying needs and facilitating or contributing to the in-service training of staff
- liaising with external agencies including the Local Authority Access and Inclusion department; the Educational Psychology services; Health and Social Services, and Voluntary Bodies.

The role of teaching and non-teaching staff

- to be involved in the development of the school's SEND policy
- to be fully aware of and implement the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs, including writing SEND support plans, and reviewing and reporting progress to parents/carers
- to provide appropriate and challenging activities for pupils with additional needs.

ADMISSION ARRANGEMENTS

St. Mary and St. Thomas CE Primary School acknowledges its statutory duty to provide a mainstream school place for all pupils, regardless of their gender, ethnicity, religion, disability or special educational need, should their parents wish it, and it is compatible with the efficient education of other pupils.

We recognise the intrinsic value of every child, and we aim to meet all children's needs.

(Schedule 1 paragraph 4)

ACCESS TO THE CURRICULUM, INCLUDING THE NATIONAL CURRICULUM

All pupils follow the full National Curriculum except where disapplication is clearly indicated, and this decision is fully supported by the Local Authority. All SEND pupils, including those with an Education Health and Care Plan (EHCP), spend the majority of their time in mainstream classes following the same curriculum as their peers, differentiated where necessary. Pupils who need it are withdrawn for short periods for individual programmes based upon their individual needs. Care is taken not to disadvantage pupils by this withdrawal. Staff give consideration to children with Special Educational Needs within their short-term planning, and work, including homework, is differentiated where necessary so that it is accessible to all children. This can be evidenced from planning and pieces of work produced by the children.

INCLUSION ARRANGEMENTS FOR PUPILS WITH SEND

All pupils play a full part in the life of the school. They have entitlement to all curricular and extracurricular activities carried out at school. Those pupils who need individual tuition are withdrawn only for short periods.

FACILITIES

Educational access:

- The school employs a number of teaching assistants whose role includes the support of individuals or groups of children who need extra help in order to access the curriculum through academic or therapeutic interventions.
- The teaching assistants work closely with the class teachers and use recommendations in the children's SEND support plans, in order to support learning and assist the children in reaching

their targets.

- The teaching assistants with responsibility for academic and therapeutic interventions work closely with the SENDCO and Wellbeing Team, as well as class teachers, in identifying and supporting children who will benefit from a range of small group and/or 1:1 intervention.

Allocation of resources

- The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans.
- The Headteacher informs the school committee of how the funding allocated to support special educational needs has been employed.
- The Headteacher and the SENDCO meet on a regular basis to agree on how to use funds directly related to SEND.
- The SENDCO prepares an audit and action plan for the School Improvement Plan, which is monitored by the school committee and Headteacher

WORKING IN PARTNERSHIP WITH PARENTS

(ref: Code of Practice: Chapter 2, Schedule 1 paragraph 15)

St Mary and St Thomas CE Primary School actively seeks to work with parents to empower them to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special needs provision

To enable this:

- the SEND policy and SEN Information Report (SIR) are available on the school website for parents to access. This forms the school's Local Offer.

- parents are informed at an early stage of any school concerns about their child
- parents are encouraged to visit school and discuss any concerns or problems they may have about their child with the class teacher, Headteacher or SENDCO
- parents are encouraged to be involved in SEND provision, and to take an active role in developing and reviewing SEND support plans, Pastoral Support Programmes (PSP) and Education Health Care Plans (EHCP)
- parents are encouraged to take an active role in the monitoring their child's progress through regular review meetings
- problems and concerns are discussed and resolved through meetings with parent, pupil, class teacher, Headteacher, SENDCO, outside agencies and the Local Authority – the views and wishes of parents play an important part in these discussions and decisions
- the school will inform parents of any Parent Partnership Services available within the Local authority (Currently IASS)
- school is aware that some parents will be anxious about their children needing SEND provision, and may find meetings with professional bodies stressful, thus strive to make meetings parent friendly and helpful for all concerned
- parents have the opportunity to record their views at their child's SEND support plan review

PUPIL PARTICIPATION

Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child are given due weight according to the age, maturity and capability of the child (*Articles 12 and 13: The United Nations Convention on the Rights of the Child*)

To enable this:

- we aim to give children the opportunity to discuss feelings and views with family and staff, and to contribute to the development of their SEND support plans at an appropriate level
- we aim to ensure that children are aware of their targets, if they have achieved them, or of the progress that they have made (where appropriate, children can sign their SEND support plans with their parents)

- children celebrate their success through praise from staff, certificates, stickers, rewards, sharing their success with other children and teachers, raising self-esteem and their motivation to succeed
- children are given the opportunity to discuss concerns and problems, whether they be learning, social, emotional, behavioural or physical - they discuss why the problems occur, ways of avoiding them, how to resolve them and ways forward
- the purpose of any assessment or SEND support plan is explained to the child, to avoid any anxiety or confusion
- the purpose of any visiting professional is explained to the child in an age-appropriate way
- school acknowledges the importance of providing therapeutic interventions for children

FOUNDATION STAGE: ASSESSMENT AND IDENTIFICATION

- Teachers acknowledge that during the Foundation Stage, due to various previous learning and life experiences, also taking into account some children may not have received any Nursery Education when they enter Reception, that children will progress at different rates. This may not necessarily mean they are children with SEND, but they will need carefully differentiated learning experiences and activities to ensure that they make satisfactory progress and will be monitored closely.
- On entering Nursery, children are monitored using the Early Years Outcomes, developed by St Helens Early Years Development and Child Care Partnership.
- On entry to Reception, children are Baseline Assessed to determine their level of development and Characteristics of Effective Learning.

PRIMARY PHASE: ASSESSMENT AND IDENTIFICATION

- During both Early Years and the Key Stage One phase of education, teacher assessment and observation, along with parental views and contributions, will critically aid early identification of children with SEND.
- School uses the Read Write Inc programme for all children in Years R to 2, and those requiring specific support from KS2. This programme places the children in a specific group, linked to their individual ability level. The programme is regularly reviewed, and the progress of the children assessed.

- Assessment at Key Stage Two is undertaken using tests in reading, writing, spelling and mathematics. This is carried out in conjunction with teacher assessment.
- The SENDCO uses all available information and assessments to assess children when considering progress and applying for additional enhanced funding.

GRADUATED RESPONSE

When a teacher is concerned about a child's progress, they will arrange to speak to parents, and the SENDCO/Assistant SENDCO or Head Teacher if appropriate. This early concern will be recorded on the school's Early Identification of Need document.

The school's response is broken down into five major stages:

- Monitoring through pupil progress meetings and the termly planning and consultation meeting (CC-M)
- School SEND Support (CC-SS) (*Interventions within and by school*)
- School SEN Support Plus (SSP) (*Assessments and/or Interventions by other supporting agencies*)
- Enhanced SSP (ESSP) (*If additional funding is needed to enable a child to be educated within mainstream education*)
- Education Health and Care Plan (EHCP) (*School may request statutory assessment if a child has complex needs which may require specialist support*)

A child does not automatically progress up the stages. Intervention and stage of need may remain static if the child's progress is deemed to be satisfactory, and may reduce if necessary.

If a child makes good progress and their needs are no longer considered to be a barrier to learning or engagement, they will complete a 12-month monitoring period to ensure that progress is maintained, before being removed from the SEND list (where appropriate).

SEN Support:

There are 4 recognised areas of need

- Communication & Interaction,
- Cognition and Learning,
- Social Emotional and Mental Health

- Physical or Sensory Needs

When a class teacher or other educational practitioner who works day to day with the child, or the SENDCO identifies a child with special educational needs and has already raised concerns about that child, they should devise interventions that are additional to or different from those provided as part of the settings usual curriculum offer and strategies.

Teachers, parents and, where appropriate, the child, will develop their SEND support plan. The SENDCO is available for help and advice on strategies and resources. The SEND support plan will address 1 or more of the above recognised additional needs and will focus on approximately 2 - 4 targets. The SEND support plan will show how the targets will be achieved and the impact they are expected to have on learning.

After an agreed period of time (usually a term), the SEND support plan will be reviewed with the child by staff involved and this will also involve parents. There will be a discussion around progress, strategies and support, including what that support will look like, and new targets agreed. SEND support plans will be reviewed at least 3 times a year, and if it is deemed appropriate, more often, if the needs of the child indicate this.

SEN Support Plus:

If it is considered that the child has not made satisfactory progress at SEN support then the SENDCO, or Headteacher will seek advice and support from external agencies.

Advice will be sought at the termly planning and consultation meeting, and if agreed, referral will be made to outside agencies, who will carry out further assessments and give advice and guidance. After initial meetings with one or more of these agencies, other specialists may be contacted to support with the specific needs of individual children. Parents will continually be involved and kept informed of the steps the school is taking. Other services may include SALT, EP, BIT, SHASP, LASCS, CAMHS, LSS (*not exhaustive*).

The SENDCO, Headteacher, class teacher and support staff will then use information from the previous SEND support plan, plus any additional information from outside agencies to develop a new SEND support plan and targets.

The new SEND support plan and targets will be discussed and agreed with the parents and child and reviewed regularly, as specified above.

Enhanced SEN Support Plus:

If it is considered that the child is continuing to not make satisfactory progress, and more support is needed, the school may apply to the Local Authority for additional funding.

A successful application will provide the school with additional funding aimed specifically at the needs of the child.

This Provision Agreement will be signed by the Headteacher and make specific reference to the Local Authority requirements.

The Provision Agreement is usually reviewed annually, involving the parents, all agencies involved with the pupil, and a report is sent to the Local Authority.

It is important to recognise that the Local Authority look at each case individually, and funding is not always approved. In these cases, the child would be closely monitored and further assessment or advice may be sought.

EHCP Assessment:

If, after SEND support plans have been developed, monitored and reviewed following all advice and guidance received from specialist services using the ‘plan, do, review’ model, the child has not made satisfactory progress, the school, after discussion at the termly planning and consultation meeting and with parents, may ask the Local Authority for a statutory assessment of the child in line with the Local Authority’s ‘*Graduated Response*’.

All reports from outside agencies, SEND support plan reviews and any other relevant information are then sent to the Local Authority along with the request.

If the Local Authority decide to proceed with statutory assessment, Educational advice is sent to the school, is completed by the SENDCO and class teacher and returned as soon as possible.

Parental engagement in this process is essential.

Annual Reviews

All funded pupils are reviewed at least every twelve months.

If it is felt that targets are inappropriate, progress is not being made or support is not sufficient, an

interim review may be called before the annual review is due.

The SENDCO arranges the Review, inviting parents and all the relevant outside agencies, and informs the Local Authority of the date. An LA representative may attend the meeting.

At the review meeting the child's progress is discussed in relation to the objectives listed in the Provision Agreement or EHCP.

The current SEND support plan is available, and targets and progress discussed.

The school provision is discussed, such as the learning environment, equipment, resources and staffing, to ensure that the provision is appropriate and continues to meet the needs of the child.

It is decided whether or not, the Provision Agreement or EHCP is still appropriate.

If it is decided that the Provision Agreement or EHCP is still appropriate, a request is made to the Local Authority that the plan remains in place. New targets will then be set for the coming year.

If it is decided that the Provision Agreement or EHCP is no longer appropriate, changes to provision, including placement, will be discussed, recorded, and reported back to the LA.

NATURE OF INTERVENTION

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of the assessment, and if necessary additional advice from outside agencies.

This may include:

- different learning materials, or special equipment
- some group or individual support; (by teacher, teaching assistant, etc.)
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- strategies which can be used to promote independence
- staff development and training to develop knowledge and strategies
- access to Local Authority or other private intervention based support services, to request specialist advice on strategies or equipment

SEND Support Plans

Strategies employed to enable a child to progress will be recorded within an SEND Support Plan which will contain information about:

- the area of need which the child requires support with

- the short-term targets or goals set for the child
- the teaching strategies to be used, informed by external agencies and specialists, where appropriate
- the provision to be put in place
- when the plan is to be reviewed
- outcomes/impact (to be recorded when the plan is reviewed, or as they are achieved)
- evidence that the parent and, if appropriate, the child have read and understood it

The plans will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and parents. The plans will be reviewed at least 3 times a year, and parents' views on their child's progress will be sought. Wherever possible the child will also take part in the review process and be involved in the setting of new targets.

TRANSITION OF PUPILS

Meetings are arranged between staff during the summer term to discuss the transfer of children from one class to another within the school. Details of SEND support plans are shared with the new teacher, along with any relevant support materials, using our secure system that details the chronology of support and intervention a child with SEN has received.

For children transferring between schools, or between Key Stage Two and Key Stage Three, a meeting is arranged with the SENDCO of the school they are transferring from/to, to share relevant information.

In the event of a supported or managed transfer, either at this point or at any other point in the year, staff will attend the appropriate meeting to support that child's transfer to a new school, with the child, parents, staff from the new school, and any other involved parties.

Children who are funded have a transition review, to which all involved parties are invited.

(Parents, Local Authority officers, Health staff, Educational Psychologists, High school SENDCO etc.)

If a transfer plan is required, one is recommended and will be in place prior to the child's arrival in their High school.

All relevant and recent documentation will be passed on to the new school.

LINKS WITH OTHER SERVICES

The school has links with the following organisations on a regular basis:

- L.A. Access and Inclusion Service
- Educational Psychology Services
- Speech Therapy Services
- Health Services (School nurse and Community Paediatrics)
- Social Services
- The Bridge Centre
- St Helens Neurodevelopmental Pathway
- Language and Social Communication Service
- Learning Support Service
- Behaviour Improvement Team
- Child and Adolescent Mental Health Services
- Barnado's
- Children's Disability Services
- Sensory Service
- Occupational Therapy
- Physiotherapy
- Ophthalmic Services
- Audiology Service
- NHS services

We seek advice and examples of good practice from:

- the Specialist Schools within St. Helens
- other schools
- voluntary agencies linked to specific disorders.

We are always willing to seek advice and help with the aim of achieving the best for each of the pupils in our school.

MONITORING

- The SENDCO liaises with outside agencies.
- SENDCO meets regularly with the Inclusion Officer, Educational Psychologist and other professionals through the termly planning and consultation meeting.
- SENDCO meets regularly with Headteacher and reports to the school committee.
- SENDCO meets regularly with Family Support Worker and Trust Director of Wellbeing.
- SENDCO meets regularly with each member of staff and monitors their SEND record-keeping.
- Notes from the meetings/monitoring are copied and given to staff.
- Copies of all SEND support plans and reviews are attached to the child's individual file on Arbor as a central record. A working copy is kept by the child's class teacher.
- SENDCO attends reviews whenever possible.
- SENDCO retains information on every child at Cause for Concern/Monitoring, School Support, School Support Plus, enhanced School Support Plus and EHCP.
- SENDCO attends LA SENDCO update meetings termly.

RESPONSE TO COMPLAINTS

Parents or children who are dissatisfied with any aspect of the special needs support offered should make their complaints in the first instance to the Head teacher.

If a parent is still unhappy, she/he can put her/his complaint in writing to the Chairperson of the school committee. Further appeal can be made to the L.A.

LINKS TO OTHER POLICIES AND DOCUMENTS

- SEN information report (SIR)
- Safeguarding
- Wellbeing
- Behaviour and Relationships
- Gifted and Talented
- Restraint and Control
- Reference in Curriculum Policies