

Jesus said "I have come that you may have life, life in all its fullness". (John 10:10)

ST. MARTIN'S CE PRIMARY & NURSERY SCHOOL



Special Educational Needs & Disabilities (SEND) Policy

Being the best we can be for ourselves, each other and God's world.

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Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, 2015
- Part 3 of the Children and Families Act 2014 and associated regulations

Governor responsible for SEND: Brian Gravenor

Acting Headteacher: Amy Hardinge

SENDCo: Emily Kelsall and Ali Hirst

Contact details: SENDCo@stmartinscranbrook.devon.sch.uk

This policy will be reviewed annually

First Adopted: 13th January 2015

Dates policy reviewed:

- Reviewed by T&L Committee 26th April 2016 (SEND Team names amended) and approved at Full GB 18th July 2017
- Reviewed by T&L Committee 6th March 2017 and approved at Full GB 27th March 2017
- Reviewed by T&L Committee 26th February 2018 and approved at Full GB 26th March 2018.
- Reviewed by Lead Governor for SEND & SENDCo to amend Phase Provision maps November 2018 and approved at Full GB 10th December 2018.
- Reviewed and amended to reflect School Improvement Plan/new curriculum December 2019 and approved at Full Governing Board 3rd February 2020
- Reviewed and amended 7th December 2020 to reflect staffing changes.
- Reviewed and amended 7th March 2022 (staffing changes updated)
- Reviewed and amended 7th November 2022 (staffing and governor details updated)
- Reviewed and amended 4th December 2023 (staffing details amended)

Dates policy amended: October 2015 and February 2016 (SENDCo name and contact details updated), 17th July 2017 (Code of Practice references, SENDCo email and terminology for Early Help documentation updated), October 2018 – Lead Governor details amended, March 2023 – staffing and governor details amended

Intent

Staff at St Martin's aim to:

- Help all pupils develop their personalities, skills and abilities;
- Provide appropriate teaching which makes learning challenging and enjoyable;
- Provide an inclusive educational opportunity
- Promote well-being for all our children, maximising progress

The SEND Policy of the St. Martin's CE Primary & Nursery School reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs policy are to:

- Ensure the implementation of Government and LEA SEND recommendations.
- Promote a culture of inclusion through.
- Quality First Teaching using a range of differentiation strategies.
- Liaising with pupils with a SEN, their families, staff in school and external agencies.
- Sharing expertise and good practice across the school, East Devon Church Schools Group and local learning community.
- Utilise school resources effectively.
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the family and learner.

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- In conjunction with the Supporting Pupils with Medical Needs policy, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions.

Definition of SEND

A child has a special educational need if he or she has a learning difficulty, which calls for special educational provision to be made for them.

A child has a learning difficulty if they have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

In addition, we identify special educational needs within the context of the usual differentiated curriculum within the school.

Children are identified as having a SEN if they are not progressing within a curriculum that:

- Sets suitable learning challenges.
- Responds to pupils' diverse learning needs.
- Overcomes potential barriers to learning.

Special Educational Needs are identified within 4 broad categories:

1. Cognition and learning.
2. Communication and Interaction.
3. Social, Emotional and Mental Health.
4. Physical and Sensory.

Identification, Assessment and Provision

A Graduated Response to SEND

Pupils' attainment and achievements are regularly monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils.

St Martin's assesses children using Early Learning Goals in EYFS, and the end of year age related expectations set out in the National Curriculum 2014. Where a child is working below the National Curriculum other assessment tools can be used eg the Engagement Model 2020 or pre key stage assessment tools.

Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers.
- Match or better the pupils' previous rate of progress.
- Close the attainment gap between the pupil and their peers.
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs and Disabilities Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. Details of assessment tools and materials used in our school can be found in our Provision maps (one for each key stage).

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In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether there is a special educational need any of the following may be evident, a pupil:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme.
- Has SEND or disability needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Where a child receives teaching 'different from' they will be recorded on the SEND register as SEND support. They will then be put on the whole class Provision Map (K code) created by their class teacher identifying targets for the child. These will be reviewed at least half termly by the teacher and monitored by the SENDCo termly.

Regular reviews identify whether progress has been made, and in consultation, the child is removed from the register, when their progress shows acceleration.

Alternatively, if progress remains slow, a Statutory Assessment of Need (EHCP) may take place.

Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care Plan (EHCP) needs assessment.

Where a pupil has an Education Health and Care Plan (EHCP), St. Martin's CE Primary & Nursery School will hold annual review meetings on behalf of Devon LA annually.

Where St Martin's continues to struggle to support a child with an EHCP, the SENDCo will call an interim review, inviting all agencies to decide the next best steps. This will be done

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in conjunction with parents and the pupil. If a Specialist Provision is identified as the need, St Martin's will endeavour to support the pupil and family whilst awaiting a Specialist Place coming available.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Board, Head Teacher and SEND Team, all members of staff have important responsibilities.

The Governing Board:

Endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs and Disabilities.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision – the SEND Coordinator (SENDCo).
- Inform parents/carers when they are making special educational provision for a child.
- Prepare a SEND information report which includes their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children.
- Review the school's Accessibility Plan in-line with the Policy Review Schedule. This is published on the school website on the Policies page under the 'About the School' tab.

The Headteacher:

Has responsibility for the day-to-day provision for children with special educational needs. They will keep the Governing Board fully informed on Special Educational Needs and Disabilities issues and will work closely with the SENDCo and the Governor with responsibility for SEND.

The SENDCo:

Works within the Inclusion Team, which includes the Family Advocate and Governor responsible for SEND.

In collaboration with the Headteacher and Governing Board, and as part of the Inclusion Team, manages the strategic development of the SEND policy, with the ultimate aim of raising the achievement of pupils with SEND.

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Takes day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual children, working closely with staff, parents/carers and external agencies.

Provides relevant professional guidance to colleagues with the aim of securing high- quality teaching for children with special educational needs and disabilities.

Through professional dialogue with staff, the SENDCo advises on effective ways of overcoming barriers to learning and sustaining effective teaching.

Monitors the progress and attainment of children with SEND through reviewing the Provisional Maps and through observation of children in class and talking with them outside of class.

Calls Annual Reviews, and liaises with external agencies to secure additional funding through applications for EHCPs and additional high needs funding.

Ensures Census information is correct.

Maintains an up to date knowledge of legislation and interventions as they relate to SEND.

The Inclusion Team:

Support the management and implementation of the SEN strands within the school including safeguarding and strategic deployment of support staff.

Support the SENDCo to prioritise the involvement of the Educational Psychology Service and Behaviour Support Service on a termly basis, responding flexibly as needs arise.

Within the Inclusion Team Mel Turl (Deputy head) is responsible for managing Pupil Premium (PPG); Jo Westney (Family Advocate) is the Designated Safeguarding Lead and Emily Kelsall and Ali Hirst (SENDCo) have responsibility for meeting the medical needs of pupils.

All Teaching and Non-Teaching Staff:

Are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with Special Educational Needs and Disabilities.

Class teachers provide Quality First Teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Class teachers are responsible, in collaboration with the SENDCo, for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning.

Class teachers will direct support staff and take feedback in order to assess progress against targets.

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Class teachers produce a whole class Provision Map outlining the provision for each child with a SEND, where their teaching is 'different from' other children in the class. Where Social, emotional and mental health issues are a barrier, a Relational Plan may also be produced. These are shared with parents.

Class teachers provide a synopsis for Supply Staff in order that SEND provision remains consistent, even in the absence of the class teacher.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers make and know that working in partnership with parents is vital. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At St. Martin's C of E Primary & Nursery School we want parents/carers to:

- Feel supported if they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision- making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCo.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice Service (DIAS) www.devonias.org.uk/information/working-with-professionals These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. Ali Hirst is our appointed member of staff for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

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These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's SEND Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is updated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families.

When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SEND Team will liaise with the SENDCo of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of **transfer**.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress an EHCP may be discontinued by the Education Authority.

Training and Resources

Allocation of resources

Resources are allocated to support children with identified needs as identified previously.

Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.

This support may take the form of differentiated work in class, support from Teaching Assistants (TAs) in focused intervention in groups, or for individuals.

Where appropriate, and fulfilling, enrichment activities are planned to meet the needs of individuals or groups.

Specialist equipment, books or other resources that may help the pupil are purchased as required where there is capacity within the SEND budget.

Continuing Professional Development (CPD) for Special Educational Needs and Disabilities

All staff at the school engage in weekly CPD covering a range of teaching and learning issues including SEND.

Peer support and coaching is provided as required.

External trainers support the school in developing an understanding of the Behavioural and Relational aspects of teaching and learning.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for top-up additional funding.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Personal budgets are rarely sufficient to provide 1:1 support, and children with SEND are still expected to be independent at times during the school day.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual health care plans will normally specify the type and level of support required to meet the medical needs of such pupils.

The school recognises that pupils with medical conditions should be properly supported so that they have access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. ***Please see the school's Supporting Pupils with Medical Needs Policy for further details.***

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. *medical agencies, Hospital School,*

Accessibility

As a newly built school, St. Martin's CE Primary & Nursery School is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the school is only on a ground floor level and has disabled toilet facility.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

Responding to Complaints

Should a parent/carer have any concern regarding the provision or organisation of SEND, this should be raised with the Lead SENDCo in the first instance. If the parent/carer remains unhappy, then this should be dealt with through the procedures outlined in the school's Complaint Policy, which can be found on the school website.