



# St. Mary's Church of England Primary School

## Special Educational Needs and Disability and Inclusion Policy

*A bruised reed he shall not break, and a faintly burning wick he will not quench; he will faithfully bring forth justice. Isaiah 42:3*

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0-25 (June 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Section 69 of the Children and Families Act 2014.

### **Rationale:**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. [Special Educational Needs and Disability Code of Practice 0-25 2014 6.12] Where a pupil is identified as having SEN, action will be taken to remove barriers to learning and effective special educational provision will be put in place. [Special Educational Needs and Disability Code of Practice 0-25 2014 6.40]

The SEND Coordinator is Mrs Stephanie Gee. She can be contacted through the school office. Mrs Gee is currently studying to achieve the National Award for SEN (NASENCo award). The SEND Governor is Mrs Glynnis Ashford.

At St. Mary's we are committed to providing a high-quality education to all children who are part of the school community. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life. We strive to provide an environment where all children can flourish and feel safe. We believe that all children should be equally valued in school. In order to demonstrate our commitment to inclusion at St Mary's School, we aim to develop a culture and practice that includes all learners. This does not mean that we treat all learners in the same way, but that we will respond to learners in ways which take into account their varied experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

- Girls and boys

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- Learners who need support to learn English as an additional language
- Learners with SEND
- Those who are looked after by the LA.
- Those who are in a family under stress, or who are young carers
- Learners who are at risk of disaffection and exclusion

This policy describes the way that we meet the needs of children who experience barriers to their learning, which may arise from difficulties with communication, learning, social, emotional or mental health. In addition, the barriers may arise from difficulties with sensory or physical impairment. Environmental factors may also need to be considered, including barriers which might occur as a result of the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We also believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At St Mary's we aim to identify the needs of pupils as they arise and provide teaching and learning situations which enables every child to reach their full potential. It is the responsibility of the school to provide high quality learning experiences which meet the needs of all learners and we will always strive to consider what adaptations and additional differentiation we need to provide to include everyone.

### **Aims**

1. To ensure pupils with special educational needs are identified at the earliest point and then make effective provision. Code 6.11
2. To ensure that the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Code 6.5
3. To adhere fully to the Fundamental Principles of the Code of Practice, Code 1.1, having regard for;
  - the views, wishes and feelings of the child and the child's parents
  - the importance of the child and their parents participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
  - the need to support the child and their parents in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
4. To ensure the Children and Families Act 2014, the Equality Act 2010, the SEN and Disabilities Act and the Special Educational and Disability code of practice: 0-25 years 2014 are implemented effectively across the school.
5. To monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
6. To provide full access to the curriculum through matched learning by class teachers and support staff as appropriate.

7. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as requiring SEND Support or for children with an Education, Health and Care Plan (EHCP).

8. To enable children to move on from us, well equipped in the basic skills of English, Maths and social independence to meet the demands of secondary School life.

## **Guidelines**

### 1. Objectives of the Governing Body

The objective of the Governing Body is to implement the aims set out above.

The Governing Body will publish information on the school's website about the implementation of the governing body's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Code 6.74.

### 2. Identification of person co-ordinating Special Needs.

The SENCO will be a qualified teacher working at St Mary's and will have achieved the National Award in Special Educational Needs Coordination within three years of appointment if they haven't already achieved it at a previous school.

Special Educational Needs Coordinator (SENCO): Mrs Stephanie Gee

Governor with responsibility for SEND: Mrs Glynnis Ashford

### 3. Arrangements for co-ordinating provision of special education for pupils with SEND.

The SENCO, along with the head teacher and governing body, will determine the strategic development of the SEND policy and provision in the school.

The SENCO, working closely with the head and colleagues, will have responsibility for the day to day operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.

Key responsibilities for the SENCO are listed in the Code 6.85.

The SENCO will ensure that ALL teachers recognise that they have the day to day responsibility for ensuring appropriate provision for SEND pupils in their class, this includes when a child is working with another adult both within and outside of the classroom.

The first response should be high quality teaching targeted at the child's area of weakness Code 6.16

The class teacher will alert the SENCO of newly arising concerns at progress meetings or through the in school concerns form, providing as much detail as possible about assessments as well as providing evidence of what has been put in

place to overcome the barriers to learning. The class teacher will make use of the City of York banding descriptors from band 1-6 to support them in this. The SENCO will discuss issues arising from this information with the class teacher and together they will begin the assessment, plan, do, review cycle.

Provision for pupils with SEND will adhere fully to all sections in the Code of Practice relating to the Primary Phase or Early Years Education.

The SENCO will keep abreast of SEND issues and will inform the Headteacher, SEN Governor, and staff.

The Head teacher and SLT regularly monitor the quality and effectiveness of provision for pupils with SEND, through regular classroom observation. Feedback is provided for the SENCO and where further support, advice or guidance is needed, this will be provided by the SENCO. The Head teacher and SLT regularly monitor planning.

SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants throughout the school. This is funded from the school's annual budget.

Liaison with outside agencies happens each term and coordinates the work of these agencies for the forthcoming term. The planning meeting also prioritises which pupils will receive outside agency support. Additional support is offered with parental consent.

#### 4. Admissions arrangements for Pupils with SEND.

St. Mary's school community strives to be fully inclusive.

All pupils are welcome, including those with special educational needs in accordance with the school's admission policy. The school's admission policy will be applied to all pupils including those with special educational needs. The school will adhere to the Code 1.27

#### 5. SEND Facilities and resources

- The school site is split on two level with slope access to all areas.
- There is access into the school from all entrances.
- There is a purpose designed accessible toilet.
- There is a shower.
- Classrooms are carpeted.

Staff training and development is a priority, and the school strives to match training in interventions where staff will be delivering them in class or within a phase. Some pupil specific support assistants have specialist roles (e.g. speech language and communication needs, EAL or ASD) and appropriate training, support and updates will be provided.

#### 6. Allocation of resources for SEND pupils.

Funding is driven by three key mechanisms:

- The core budget of the school covers staffing and resources for the teaching of ALL pupils.
- The delegated SEND budget, based on the LA formula, covers the cost of the SENCO, additional provision, teaching assistants and specialist resources to support English, Maths, ICT and all other areas of the curriculum for pupils requiring SEND Support.
- Funds allocated to pupils with EHCPs.

Each year the Governors will identify income and expenditure for SEND.

## 7. Identification and Assessment Arrangements, Monitoring and Review Procedures

The needs of SEND pupils fall into four broad categories:-

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health difficulties
- Sensory and/or physical needs.

Pupils with SEND are identified through:-

The school system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. This includes –

- Performance and/or behaviour monitored by class teachers as part of ongoing observation, assessment and target setting.
- Specialised standardised assessments done by the SENCO
- Outcomes from the Foundation Stage Profile.
- Progress against National Curriculum objectives.
- Performance against Pre Key Stage standards.
- An Individual Learning Plan
- A My Support Plan or an Education and Health Care Plan.
- Assessment by a specialist service, such as educational psychology. Identifying additional needs.
- Another school or Local Authority which has identified or has provided for additional needs.

The action taken to support a pupil identified with special educational needs may be additional and different from provision as part of the school's usual differentiated curriculum. It will be based on the school's observations and assessment data, and following a discussion between the class teacher, SENCO and parent.

Children who are identified as requiring SEND Support are placed on the school's SEND register. Class Teachers are responsible for ensuring their needs are met through matched learning. Where additional intervention is required, the class teacher remains responsible for determining what that intervention is and who will deliver it. The Head Teacher and SENCO will discuss this with the class teacher at regular Progress Meetings and when appropriate will decide upon further intervention as part of the graduated approach of the Assess, Plan, Do, Review Cycle.

Initially children will be placed at Band 1 of the City of York SEND Banding Descriptors and progress will be carefully monitored through the Assess, Plan, Do, Review cycle. Children will continue to be monitored through regular classroom assessments in Reading, Writing and Maths. A small number of children requiring

SEN Support at Band 1 may have an Individual Education Plan (IEP) if appropriate but this will not be the case generally.

Through the Assess, Plan, Do, Review Cycle it may be necessary because of the behaviours or level of difficulties exhibited for the child, to be supported at Band 2 of the City of York SEND Banding Descriptors. These children will all have an IEP and should progress remain an issue, then the SENCO will consider putting a My Support Plan (MSP) in place, outlining specifically and in detail, the areas of difficulties and stipulating the resources in place to support the child. Parental permission will be obtained before proceeding with the document. Parents will also contribute to the MSP as, if appropriate, will Health, Social Care and other agencies. The MSP will be reviewed regularly with all agencies involved and the parents.

If a pupil's difficulties meet the Local Authority (LA) criteria for Statutory Assessment, the SENCO and Headteacher will make a request to the Authority for statutory assessment to take place with the full support of outside agencies and the parents. Written evidence in the form of the MSP of all previous assessments and intervention programmes will be submitted to the LA in line with Code 9.13. If the LA agrees with the school's request then the MSP will be amended and convert to an Education, Health and Care Plan (EHCP). All pupils with an EHCP will have short term targets set. These targets will be reviewed termly in consultation with parents and outside agencies. Additional teaching and resources may be allocated. An Annual Review will take place to evaluate provision and targets set.

#### 8. Access to the Curriculum by SEND pupils.

St. Mary's strives to be an inclusive school engendering

- an inclusive ethos
- a broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

The class teacher will take day to day responsibility for all provision; additionally we will use:-

- Teaching Assistants (TAs)
- Outside agency advice/support
- Volunteer helpers to work with small groups
- Appropriate differentiated resources

Teachers use a range of strategies to meet children's special educational needs:-

- Lessons have clear learning objectives;
- work is carefully matched to each child
- assessment trackers will be used to inform the next stage of learning
- Individual Education Plans, (IEPs), are regularly reviewed and small achievable targets set to ensure that all children experience success.
- Teachers will inform, contribute to and implement agreed targets in My Support Plans.

#### 9. Access to school activities.

Activities and school trips are available to all children. Any specific risk assessments are carried out with necessary procedures implemented to enable all children to participate safely and as fully as possible.

#### 10. Methods for evaluating the success of education of SEND pupils.

Governors will use the following criteria:-

- Analysis of pupils' progress using monitoring/tracking systems for Reading, Writing and Maths
- Targets recorded on IEPs and in MSPs or EHCPs.
- Discussion between Head, Staff, SENCO, SEND Governor.
- School self-evaluation/development planning.
- Reviews with parents to discuss child's progress.
- Termly SEND planning meetings.
- OFSTED inspection outcomes.

Class teachers and the SENCO will monitor and evaluate the success of the education of SEND provision using the definitions of adequate progress as suggested in the revised Code of Practice, that is progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the child's behaviour

#### 11. Complaints Procedure for issues relating to SEND provision.

Where enquiries are made by parents regarding a child's progress, the first point of contact should be the class teacher. The SENCO may become involved for one of two reasons:-

Existing SEND provision is regarded by the parent as inadequate or inappropriate. In this case, the SENCO will consult with the parent and teacher, either together or separately, with the aim of drawing up a new individual education plan which can be agreed by all parties.

There is no existing SEND provision and the parent feels that this needs to be put in place. Again, the SENCO will consult with the parent and class teacher to determine the best course of action.

If agreement cannot be reached, the Headteacher will become involved.

The LA has Parent Partnership Officers, termed SENDIASS, who can be contacted to help with complaints procedures, or with any aspect in supporting parents of children with special educational needs.

#### 12. SEND in-service training for staff.

- When children with a specific difficulty move into a new class, the teacher is encouraged to attend relevant training.
- When teaching assistants work with children with a specific area of need, they too are encouraged to attend relevant training.
- The SENCO attends various training and support meetings, in order to be aware of new initiatives or projects.
- Whole staff training will take place on Staff Development days or within staff meetings.
- The SENCO will provide in-school training/updates on SEND policy or issues to support staff at staff meetings / training days.
- Induction will be provided for Newly Qualified Teachers and new staff to outline the school's SEND policy and practice.

#### 13. Links made with other teaching services / facilities and support services.

- Termly Planning Meetings will take place with the school's allocated Educational Psychologist.
- The School has regular contact with other agencies listed below as and when necessary

Agencies or professionals that we frequently work with include;

- Educational Psychologist (EP)
- Behaviour Support Assistant (BSA)
- Team Leader, Physical Disability/Medical Needs
- Speech and Language Therapists
- School Nurse
- Physiotherapists
- Occupational Therapists
- Teachers for the Deaf
- Teachers for the Visually Impaired
- Primary Mental Health Worker (PMHW)
- Specialist teacher for children with autism (ASD)

#### 14. Parental Involvement.

Any concerns about a child, which relate to special educational needs, will be discussed with parents prior to any intervention or programme of action being implemented. Parents will be fully consulted regarding any referrals made to an outside agency. Code 6.53

Parents will be encouraged and given opportunities to discuss concerns and information about their child. This will help the school meet the child's needs.

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Parents will be informed about the work and support of the LA Parent Partnership Service and Independent Parental Supporters. Code 2.11. Parents will be encouraged to look at the City of York Local Offer.

## 15. Inclusion

Actions taken to achieve full inclusion of pupils will include:-

- Full consultation with previous placement, parents and outside agencies.
- Support as directed by pupil's statement.
- IEP's/MSPs written and termly reviews arranged.
- Multi-agency meetings.
- Ongoing discussions between all parties.

## 16. Links with other schools.

School will adhere to transfer arrangements outlined in Code 9.175

### a. Links with other primary schools.

- Discussion will take place between staff in both schools.
- Transfer of records.

### b. Links with special schools

- Discussion will take place between staff in both schools.
- There will be joint planning for pupils with shared placements.
- Advice will be sought from staff with appropriate specialist knowledge.

### c. Links with secondary schools

- Discussion between Year 6/Year 7 teachers prior to transfer.
- Discussion between primary and secondary SENCOs.
- Transfer of all records of achievements, academic reports and SEND records.
- Pupils visit secondary school with parents.
- Outside agency liaison.
- Transfer reviews for pupils with and EHCP will be held in the Summer term of Year 5.
- A programme of additional support for those pupils considered to be vulnerable when transferring to Secondary School will be provided in the summer term of Year Six.
- Where pupils are identified as being vulnerable (arising from their additional educational needs, or social, emotional or behavioural issues) then liaison between St Mary's School and the identified Secondary School will be planned well in advance of their transfer.

It is good practice for the SENCO of the receiving school, where possible, to attend the final annual review in primary school of pupils with EHCPs for whom the particular school has been named, they are invited as a matter of routine.

17. Links with other Organisations.

School will maintain its links with Support Services, Health Service, Social Services and Education Welfare Services.

Spring Term 2020

SENCO:	Mrs Stephanie Gee
Head teacher:	Mr Stephen Jones
Governor with responsibility for SEND:	Mrs Glynnis Ashford
Chair of Governors:	Mr Peter Cannings
Date:	Wednesday 4 <sup>th</sup> March 2020
Review Date:	March 2022