

Special Educational Needs, Inclusion & Disability (SEND) Policy

Updated: September 2022

Up for review: September 2023

In our school our Christian vision shapes all we do.

St Mary's CE (Aided) Primary School is:

'A Christ-centred school, with a child centred curriculum' where wisdom and love guide and influence learning and teaching for our whole community.

We treasure each child and enable them to flourish, using their God-given potential, establishing a secure foundation for them to thrive in a rapidly changing world.

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Intent

At St Mary's, our intent places **children and their families** at the **heart** of everything we do. Through our foundations in 'Only One You' (Linda Kranz, 2006), we **treasure** the **uniqueness** of each and every child and value them as **essential and celebrated** members in our **shared** forward-facing journey. Leaders proactively embed an **inclusive culture**, which cultivates feelings of **happiness, safety** and **community**.



With this clear **vision** and our **committed** team, we **communicate** and **collaborate** closely with parents, who know their children best, and with professional outside agencies (NCSL, 2010, p6). Our **evidence-based learning and teaching** is rooted in **love and wisdom** and with **high expectations** we offer **awe-inspiring, stimulating and personalised** learning experiences to enable **all children to develop academically, emotionally, physically and spiritually**. Together, we **overcome obstacles and barriers to learning** and embody **restoration**. We prepare children to **flourish, 'live life in all its fullness'** (John 10:10) and ultimately, **make the world a better place**.

Overview

St Mary's C of E (Aided) Primary School is an inclusive school. All children may have special needs at some time and therefore a wide range of strategies must be used to meet these needs as they arise. This policy will ensure that the school meets the needs of pupils identified as having a Special Educational Need or Disability (SEND). It will ensure that pupils with SEND or disability are not discriminated against. This policy outlines why, when and how additional provision will be made for these pupils. The policy describes systems in place for monitoring and reporting on the progress of pupils who have been identified with SEND. All school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to Behaviour, Anti-bullying, Medical, Safeguarding and Curriculum policies.

St Mary's Primary School is part of The Weald Locality, a group of 11 Primary Schools who work together to improve outcomes for children, including those with SEND. The Inclusion Manager attends Locality Meetings twice termly to further develop expertise, skills and knowledge with regard to SEND. St Mary's Primary School has produced a Local Offer on our website, which answers questions and describes provision for pupils with SEND in our school. A Local Offer has been produced by West Sussex Local Authority describing the provision available within the County.

SENDCo

Enquiries about an individual child's progress should be addressed in the first instance to the child's teacher. The school has an 'Open Door' policy and teachers are available to meet with parents to discuss concerns. Other enquiries can be addressed to Miss Mollie Wilkins (SENDCo).

Miss Wilkins has been a teacher for 8 years and completed her SENDCo training at the University of Chichester. Miss Wilkins is a member of the Senior Leadership Team and works closely with other curriculum co-ordinators in school. Miss Wilkins, in conjunction with Governors and the Senior Leadership Team, oversees SEND provision and resourcing in school, including SEND teaching assistant allocation. Please make an appointment, or make a request, at the School Office to meet with Miss Wilkins.



Headlines from the 2014 Code of Practice:

- No more Statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care Plans (EHC), which can be used to support children from birth to 25 years.
- School Action and School Action Plus have been replaced with one school-based category of need known as 'Special Education Needs & Disability Support' (SENDS). All children are closely monitored and their progress tracked each term. Those children at SENDS also have their progress tracked by the SENDCo.
- School is working even more closely with parents and children to ensure that the child's own views, and parent's experience of their child, are taken into account in meeting individual needs. Parents are invited by letter to be involved at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching'. This means that teachers expect to assess, plan and teach all children at the level, which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills. (see appendix 2)
- We have high expectations of all of our children. Children on our SEND list make progress, which usually compares well with the progress made by other children.

Defining SEND:

The 2014 SEND Code of Practice (COP) says that:

A person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (SEN COP Introduction xiii and xiv)

- There are four broad categories of need:
 1. communication and interaction
 2. cognition and learning
 3. social, emotional and mental health
 4. physical and sensory

We have children in all categories of SEND.



SECTION 2

Objectives:

- to identify, at the earliest opportunity, any barriers to learning and enable participation for pupils with SEND.
- to ensure all staff are aware of the principles of the SEND COP and the procedures for identifying, assessing, monitoring and reviewing the needs of pupils on the SEND list.
- to ensure that every child experiences a differentiated curriculum, success in their learning and achieves to the highest possible standard.
- to provide intervention programmes which meet individual needs and provide both challenge and success.
- to involve pupils in planning and reviewing their learning experiences.
- to empower children to become independent learners and communicators.
- to encourage the contribution of all children according to the Christian values of the school.
- to work in partnership with parents, involving them in planning and reviewing their child's additional support in school.
- to provide a secure, safe and caring environment for all pupils in school, including those with a SEND.
- to work with the governing body to enable them to fulfil their statutory monitoring role with regard to the Policy for SEND.
- to work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Approximately 14% of the children currently at St Mary's have an Individual Learning Plan (ILP) or EHC plans (Education, Health and Care Plans). This means that all teachers expect to have children with SEND in their classes.

Types of SEND, which we currently have in school (September 2022) include children with an existing diagnosis, as well as those with learning profiles consistent with a diagnosis of:

- Communication and interaction: autistic spectrum and language difficulties
- Cognition and learning: dyslexia, dyscalculia, learning difficulties, global delay.
- Social, emotional and mental health: ADHD, emotional difficulties.
- Physical and sensory: visual and hearing impairment.



Identifying Children with SEND

Children with SEND are usually identified by one of the following routes, which are part of the overall approach to monitoring the progress of all pupils:

- The progress of every child is monitored termly by their class teacher. Where children are not making progress in spite of 'Quality First Teaching' they are discussed with the SENDCo at a termly 'ILP Meeting' and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If the class teacher observes that a child, as recommended in the 2014 Code of Practice, is making less than expected progress, given their age and particular circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - i. is significantly slower than that of their peers from the same baseline.
 - ii. fails to match or better the child's previous rate of progress.
 - iii. fails to close the attainment gap between the child and their peers.
- Parents sometimes ask school to look more closely at their child's learning. We take all parent requests seriously and investigate them all. Frequently the concern can be addressed by 'Quality First Teaching' and / or some parent support. Otherwise, the teacher and SENDCo will work with parents and pupils to review the situation and take further action, which might include placing the pupil on the SEND List.
- Progress reviews will also result in a child being removed from the SEND Register. Parents will be consulted and class teachers will continue to closely monitor their progress.

Our shared understanding of Dyslexia is based upon that of Rose (2009) in that "Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed." We further recognise that Dyslexia is a learning *difference* and can occur across a range of intellectual abilities. The named link person for Dyslexia is Miss Mollie Wilkins, SENDCo.

The SENDCo and/ or class teacher may undertake pupil assessments and complete Dyslexia Checklists and Screeners, which will add to and inform our understanding of a pupil's strengths and areas of need. Provision is put in place within the assess-plan-do-review cycle and graduated response as detailed later in this Policy. The SENDCo, working closely with parents, is able to seek outside agency advice where this is an appropriate course of action. Staff will continually monitor the self-esteem of identified children to ensure that this does not suffer.

Although the school can identify special educational needs and make provision to meet those needs, we are unable to make diagnoses. Parents are advised to seek medical advice with reference to conditions as ADHD and Autism. The school can offer support,



advice and 'signposting' to parents who have concerns relating to their child's medical needs.

Working with Parents and Pupils

We aim to have positive, informative relationships with all of our parents. The school is proud of the 'Open Door' policy we maintain at St Mary's School, being available to meet with parents as soon as any concern arises. If a child is experiencing difficulties, parents will be informed either at termly parent's meetings or during informal meetings to discuss the child's progress. A parent will always be informed, by the class teacher or Inclusion Manager, if a child has been identified as having an additional SEND and requires some support in their learning.

Once a child has been identified as having a SEND, the class teacher and Inclusion Manager will invite parents to school to:

- Let them know that their child is being placed on the SEND Register.
- Discuss any assessments, strengths and difficulties relating to their child.
- Share and contribute to an Individual Learning Plan (ILP) for the next term.
- Share an Individual Provision Map detailing provision and support in school.

This is part of the graduated approach and cycle of 'Assess, Plan, Do, and Review' required in the Code of Practice 2014.

Pupils' opinions are sought and recorded as part of the ILP process. Records are kept of these meetings and are available to parents. Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

Systems for Monitoring Children on the SEND Register

Once a child has been identified as needing extra support, the following systems for monitoring support are put in place.

- A one page 'Individual Pupil Profile' or, depending on need, a lengthier 'Pupil Passport', will be completed with pupil and class teacher. This will be shared with parents during parent liaison meetings described above. This document will include their strengths, interests, what they enjoy about school, what they find challenging and what helps them to achieve.
- An Individual Learning Plan (ILP) is produced, as described above, for each child on the SEND Register. The plan records specific and challenging outcomes or targets for the child to achieve in a term. Personalised provision is recorded on this plan and may be in small group work and/or with support to access a differentiated curriculum. The day-to-day implementation of this plan is the responsibility of the class teacher who will work closely with support staff to record progress towards



targets and outcomes during the term. Longer-term targets will be broken down into smaller steps. The ILP is reviewed termly and parents and pupils are invited to be part of this process. After the initial ILP has been discussed with parents they are invited by letter to come into school to be part of the consultation and review process at the start and end of each term. There is also an opportunity to discuss your child's ILP at termly parents' evenings.

- A Provision Map, detailing provision in school, is provided for parents each term.
- If an outside agency, e.g. educational psychologist, speech and language therapist, is involved with a pupil, the SENDCo will always involve parents in the process. The SENDCo will ensure reports or assessments are copied to parents and teachers. Advice and suggestions from outside agency advice is incorporated as outcomes or targets on the pupil's ILP.
- The school record keeping system (SIMS) is used for maintaining all SEND records and parents may request copies of information / reports.

Moving to EHCP (Education, Health and Care Plan):

If children fail to make progress over time, in spite of high quality, targeted support at SENDS, we may apply for the child to be assessed for an EHC plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore may be additionally vulnerable.
- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children who, with support, will achieve well in mainstream school are less often assessed for EHC Plans. A child having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean that the child requires an EHC.

If the application for an EHC Plan is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, hopes, aspirations and barriers to their learning. Following the meeting, the LA will produce the EHC plan, which will record the decisions made at the meeting.



SECTION 3

SEND – Teaching, Learning and the Curriculum:

- We believe that all children learn best when they are included with the rest of their class. Our aim is for all children to be working independently in class, reaching their full potential.
- All children, including those with children with SEND, are taught by their teacher as well as being supported by teaching assistants.
- Teachers aim to spend time each day working with all children with SEND.
- When allocating additional teaching assistant support to children the focus is on outcomes. We aim to allocate sufficient adult assistance to enable each child to reach challenging targets without developing a learned dependence on adult support.
- Targets for children with a SEND are set to be challenging in an attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps and are therefore used as a strategy in class. The class teacher monitors the intervention and pupil progress towards set objectives. This is kept under review. The SENDCo, working alongside the class teacher, monitors overall progress following completion of the intervention.
- The school has a range of interventions (see appendix 2), which are identified on the pupil's ILP and/or Provision Map. When considering an intervention we look at the child's learning need in order that we can match the intervention to the child. Interventions are planned in blocks of up to 6 - 10 weeks. Progress made in these interventions is recorded and assessed. A decision is made as to whether to continue, change or cease the intervention according to the child's progress against targets set.
- The Ordinarily Available Inclusive Practice Guide (OAIP) developed by West Sussex is used to inform our provision for individual children. It describes the 'reasonable adjustments' that can be made through quality first teaching as well as examples of tailored approaches and strategies that can be made to meet the individual needs of a child. Each class has a copy of the guide.
- St Mary's CE Primary School is a 'disability friendly' school. The school building is on one level, corridors in the new part of the building are wide and we have two easy access toilets. The school also has a hygiene room. We generally find that no additional adaptations to the building are necessary for children or stakeholders with disabilities.
- Other adaptations to the physical environment will be made, as appropriate, to children with other sensory disabilities.
- All our classrooms are inclusion friendly: we aim to teach in a way that will support children with tendencies towards conditions such as dyslexia, dyspraxia, ADHD, ASD.
- All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class



differentiation, curriculum content and ideas can be made more accessible. This accessibility is made possible by skilled support and effective use of scaffolding, as well as provision of visual, auditory, tactile and concrete resources.

Access to Extra-Curricular Activities:

All of our children have equal access to lunchtime clubs, after school clubs and support activities which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaption to meet the physical and learning needs of our children. Class educational visits and residential visits are part of our curriculum and we aim for all children to be included in all of them. No child is excluded from an educational visit or residential visit because of SEN, disability or medical needs.

Staff Training and SEND Expertise:

All of our teachers are trained in school to work with children with SEND. Some have more experience than others in this area. All teachers have access to advice, information, resources and training to enable them to teach all children effectively. We incorporate SEND training into our whole school staff-training programme. This will include training from outside agencies, such as the speech and language therapy service, as well as training from within school resources and self-help opportunities.

Teaching assistants also have access to 'in-house' training as well as opportunities to attend training provided by external agencies.

The SENDCo offers training and advice in school as well as sharing resources and disseminating information relating to SEND issues.

The school is able to access expert advice and support from the Local Authority (e.g. Educational Psychologist, Learning Support Service and Sensory Support Service). The school can access support and advice from Speech Therapy Service and School Nurses for medical advice and expertise. School can also opt to buy-in additional training and/or advice from a variety of independent sources.

Children with Social, Emotional and Mental Health Needs:

A behaviour difficulty is not classified as a SEND. If a child shows consistent, unwanted behaviours, the class teacher will assess the child's needs. This will involve working with the family to explore any circumstances, or history of experiences, which may impact on a child's behaviour. If the child's behaviour is felt to be a response to trauma or to home-based experiences, we will work with the family to explore options for support. This may involve working with the family and other outside agencies such as social care, Child and Adolescent Mental Health Service (CAMHS), Child Development Centre (CDC) or medical professionals.



If parents and school are concerned that the child may have mental health needs, the school would 'signpost' parents to their GP or the School Nurse for a possible referral to an appropriate health professional.

If the child is felt to have long-term emotional or mental health needs – for example with anxiety or anger management – the school offers a range of interventions to develop social skills or emotional resilience. The school has one Learning Mentor who provide this type of support, developing trusting relationships with specific children. The school also offers Play Therapy and Articulate Art to a small number of children.

We use a Zones of Regulation approach to help children to regulate their emotions. This approach is being implemented throughout KS1 and within interventions in KS2.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs and Individual Behaviour Plans are developed between the SENDCo, Class Teacher, parents and child.

The school has a zero-tolerance approach to bullying (especially towards children with SEND.) We will actively investigate all allegations and, if there is cause, work with parents, the bully and the victim to improve social skills and resolve any bullying. Pupils with SEND are supported to access systems in place, e.g. bullying cards / worry box, to address bullying concerns as soon as possible.

Transition Arrangements:

- Transition into school:

We acknowledge that children and parents sometimes find transition into a new school or a new class quite challenging and this is particularly challenging for parents of pupils with SEND. This process can also be difficult for the children themselves.

The School support includes:

1. Prior to entry to school - meeting for new parents attended by class teachers, support staff, SENDCo.
2. Meetings with SENDCo / class teacher and parent as required.
3. SENDCo and class teachers visiting pre-school settings.
4. SENDCo liaising with outside agencies.
5. Additional visits to school as required for parents and pupil.



- Transition within school:
 1. Additional visits to new classroom.
 2. Transition booklet with photographs of new class / key people.
 3. Pupil Passports and Individual Profiles to pass from class to class.

- Transition within secondary phase:
 1. Annual Review Meetings (existing Statements and EHCPs) for Year 6 pupils are held in the spring or summer Term of Y5. Secondary school staff are invited to attend.
 2. A programme of additional visits to secondary school for vulnerable pupils. Support groups with Learning Mentor. Booklets to support transition.

Governors:

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of the children with SEND following the Code of Practice 2014.

The Governor with particular responsibility for SEND is Miss Sharon Ansell. She meets the SENDCo at least termly to discuss actions and provision in school relating to SEND.

The governors produce a statutory SEND Information Report, which is on the School website.

Complaints:

The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

West Sussex Authority Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. This Local Offer can be found at <https://westsussex.local-offer.org/> or on the school website.

Equal Opportunities

The school is committed to providing equal opportunities for all in all aspects of school, regardless of race, faith, gender or capability. We promote self and mutual respect and a caring non-judgmental attitude throughout the school. The school website has our Disability Equality Scheme/Accessibility Plan (DES/AP).

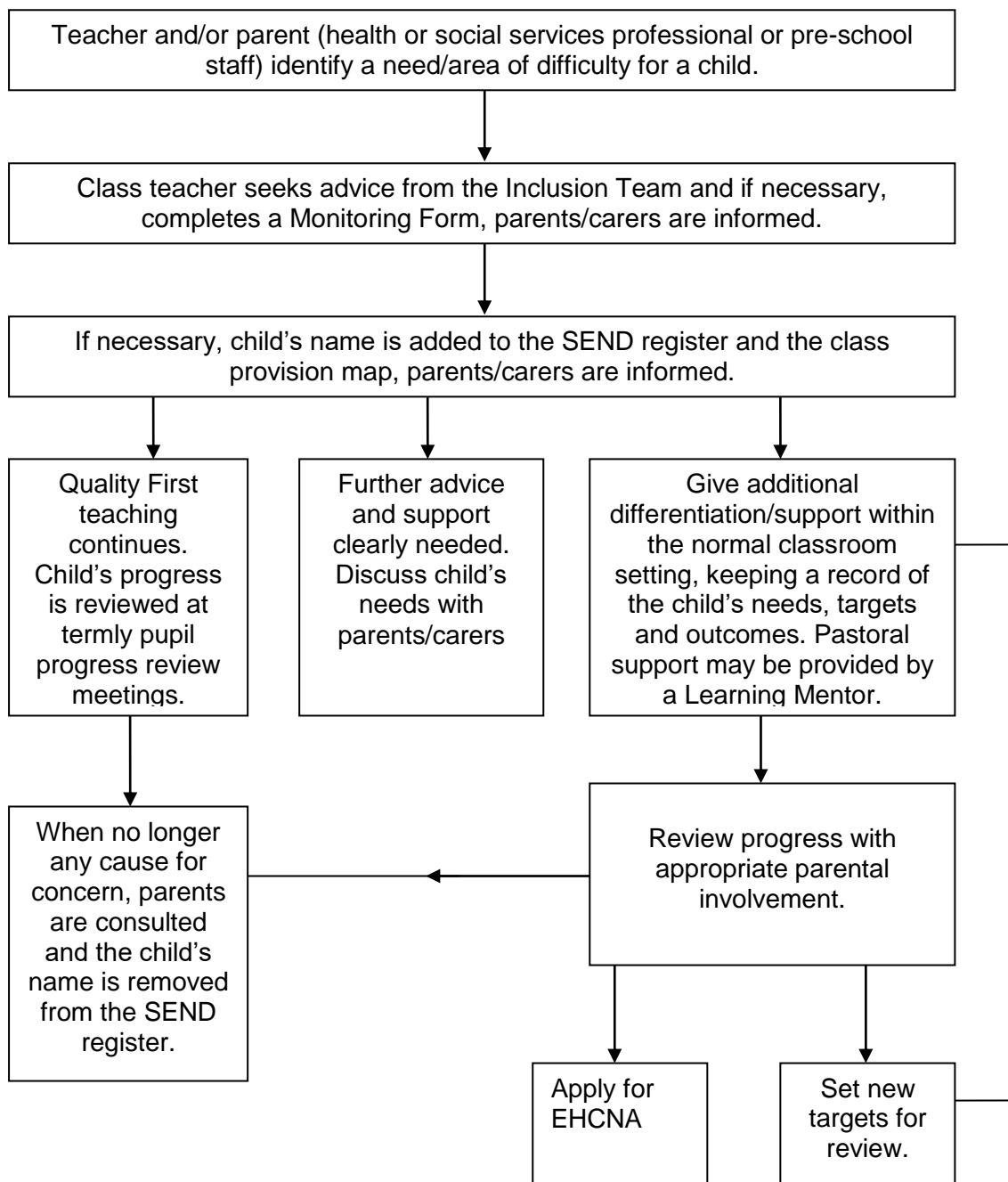


Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Appendix 1:

SCHOOL-BASED STAGES



Appendix 2: Graduated Response to support and intervention for pupils with Additional Needs

Provision for effective learning and teaching can be described in terms of three “waves” of support.

Wave	Support and Provision	To whom does it apply?	How do we deliver this at St Mary's?	By whom is it monitored?
<p>1. UNIVERSAL PROVISION</p> <p>the effective inclusion of all children in a daily lessons with reasonable adjustments.</p>	<p>Quality First Teaching and Effective Whole School Policies and Frameworks</p> <p>(See Inclusive Teaching Checklist)</p>	<p>All children throughout the school.</p>	<p>Broad and balanced curriculum Differentiation and Scaffolding Quality Planning and delivery Assessment for Learning systems used to identify strengths/gaps</p>	<p>Class Teacher</p>
<p>2. TARGETED SUPPORT (MONITORING)</p> <p>Additional time-limited provision, in the form of small-group or individual intervention, to accelerate progress and enable children to work at age - related expectations. Are supplementary to quality first teaching.</p>	<p>In addition to wave 1, catch up small group/ individual interventions eg 1:1 reading, Learning Mentor, Precision Teaching</p>	<p>Targeted group/ individual intervention for children not reaching targets in whole class teaching.</p>	<p>Teachers to drive Assess, Plan, Do, Review with advice from SENCo.</p>	<p>Class Teacher SLT/SENDCo</p>

<p>WAVE 3- IDENTIFIED SEND (ILP/ EHCP)</p> <p>Targeted, individualised intervention for children who are working well below age-related expectations to accelerate progress</p>	<p>In addition to wave 1 and 2, individualised Support, such as:</p> <p>Outside Agency Advice: CDC, SALT, CAMHs, OT, LBAT, School Nursing Team. EHCP Annual Review, Home School Communication Record, Individual Behaviour Plans (IBPs), Specialised individual programme of intervention, Hearing Impairment Team Service Visual Impairment Team</p>	<p>Individual targets and/ or programme of learning.</p>	<p>ILP reviewed termly/ EHCP reviewed annually One page profile Outside Agency Support – SALT, CAMHS, CDC, OT, LBAT Individual Resources</p>	<p>Class Teacher SENDCo</p>
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*To access additional support at a higher stage, Class Teacher needs to show that pupil is not making progress despite consistent provision at current stage of support.