

St Mark's C of E Aided Primary School

Special Educational Needs and Disability (SEND) Policy

Defining Special Educational Needs and Disability (SEND)

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if:

- they have a significantly greater difficulty in learning than the majority of children of the same age; or
- they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school

Special Educational provision

“Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.”

Section 6.14 SEND Code of Practice 2014

Special educational provision is “additional to and different from” provision made for other children of the same age.

Aims

Staff and governors of St. Mark's believe in providing every possible opportunity to develop the full potential of all children regardless of ability. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made
- To plan an effective curriculum to meet the needs of children with SEND and ensure that the targets set on Individual Education Plans (IEPs) are specific, measurable, achievable, realistic and time related
- To involve children and parents/carers in the identification and review of the targets set for individual children
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special education needs.

Roles and Responsibilities

Governors

The Governors of St. Mark's Primary School ensure that:

- the SEND policy is in place in line with the requirements of the new Code of Practice (2014)
- access to the policy is readily available to all staff including supply staff
- the SEND records are maintained by all staff and kept up to date
- the governing body will receive details regarding the success of the SEND policy and any changes
- necessary provision is made for any child who has special educational needs
- they have regard to the SEND Code of Practice (2014) when carrying out its duties towards children with special education needs

SENCo

The SENCo is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- day to day operation of the SEND policy
- providing advice to staff supporting, liaising with them and where necessary the completion of IEPs.
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- monitoring the quality of teaching and standards of pupil achievement
- setting targets for improvement
- developing and maintaining positive and constructive relationships with parents
- keeping up to date with new developments by attending courses and own research
- liaising with outside agencies
- contributing to and , where necessary, leading the continuing professional development of staff
- monitoring, evaluating and reporting on the provision for children with SEND to the governing body in conjunction with the designated governor
- co-ordinating the range of support available to children with special educational needs
- in conjunction with the class teacher, liaising with parents/carers of children with SEND

Class Teachers

All class teachers have a responsibility to ensure that the SEND policy is put into practice. These responsibilities include:

- identifying pupils who make little or no progress in spite of differentiated learning opportunities being provided
- working with the SENCo and parents in collecting and recording information about the pupil in determining the action to be taken
- planning and delivering appropriate IEPs
- recording on the IEP that which is different to or additional from the differentiated learning opportunities provided
- involving pupils at an appropriate level in planning for their own learning
- working in partnership with parents to support children

Arrangements for co-ordinating provision for children with SEND

The needs of the majority of children will be met in the classroom. The teacher will support children with SEND to be fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific times to undertake interventions that support their learning. This may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

Admission Arrangements

Normal admission arrangements apply based on the agreed Hampshire policy. We strive to be a fully inclusive school where all children are treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met.

Any variation to the above will need to be agreed by the full governing body.

Resourced Provision for Children with Behavioural, Emotional and Social Difficulties

St. Mark's Primary School has provision for seven children with Behavioural, Emotional and Social Difficulties. The Resourced Provision (RP) is an integral part of the school with the children taking an active role within school life. The RP is led by a teacher in charge of resourced provision.

Resources

Funding for pupils with SEND is received from:

- current LA allocation based on SEND funding
- School budget.

Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources and staffing costs.

Identification and Assessment Arrangements and Review Procedures

The school follows the guidance contained in the SEND Code of Practice (2014). This recommends a graduated response. The Code does not assume that there are fixed categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas and may change over time. These are:

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

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in the school. However, where through careful identification and assessment the class teacher and/or parents determine that a child is not making expected progress, the class teacher will consult the SENCo.

Early Intervention

After discussion with parents and class teacher, a Record of Concern is raised and short term targets set. Progress is reviewed at least termly.

SEND Support

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- makes little or no progress even when teaching approaches are targeted to their particular needs
- shows signs of difficulty in developing skills in literacy or numeracy
- shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour policy used in school
- has physical or sensory problems
- has communication and/or interaction difficulties which lead to them making little or no progress

An Individual Education Plan (IEP) follows the model of 'Plan, Do and Review.' The IEP provides for

- the child's strengths and difficulties
- the date the IEP is written
- the names of staff and any outside agencies involved with the targets
- short term targets
- what provision will be made
- how the plan will be monitored and reviewed
- how progress will be judged (success criteria)
- any outcomes after a review
- the signature and comment from both the teacher and parent

Statutory Assessment

Where the child still makes little or no progress in the areas targeted it may be necessary to approach the LA to request a statutory assessment. This occurs when needs are more complex and a higher level of personalised support is required. This assessment may or may not result in the LA issuing an Education Health and Care (EHC) plan.

This system will gradually replace the Statements of Special Education Need through a phased transfer process. Where there is a statement/EHC plan, an annual review will be held to which parents/carers, child, outside agencies, SENCo and other staff as appropriate will be invited.

The aim of the EHC plan is to promote joint decision making and commissioning of support across services to ensure the best outcomes for young people from the ages of 0-25.

Parental Involvement

Parents will:

- have access to the school's SEND policy and SEND information report and will be provided with information about their child's entitlement within the SEND framework

- be informed where there is a concern about their child's needs and be encouraged to contribute to the assessment of those needs
- be supported in understanding the roles of other professionals
- be invited to review the progress of their child

Links and Outside Agencies

Close links are maintained with the LA support services to ensure that the school continues to make appropriate provision for those children with SEND. As well as the LA the following outside agencies are used when needed:

- Educational Psychologist
- Outreach support teachers
- Primary Behaviour Service
- Support4Send (formally Parent Partnership)
- School Nurse
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Health visitor
- Clinical Paediatrician
- Child and Adolescent Mental Health Service
- Children's Services
- Other voluntary agencies

Links with other schools and settings

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to Early Years' settings. Children are invited to visit St. Mark's Primary School in the term before they start school. For some children an individual plan for transition can be made.

Liaison from Year 6 to Year 7 ensures a smooth transition. Meetings are held with the secondary schools and staff share information that will help the transition. For those children with SEND who do not have a Statement or EHC plan but require a personalised plan for transition an Inclusion Partnership Agreement meeting (IPA) will be held to support this process.

Criteria for evaluating the success of the SEND policy

- The school has identified and assessed children with SEND promptly through formal and informal assessment
- The school has enabled children with SEND to work alongside other children within their classroom by providing differentiated tasks as appropriate
- The school has successfully sought access to appropriate support services and agencies
- The school regularly informs parents of their child's progress and encourages them to give home support as appropriate
- The school involves children in the development of learning targets within their own IEP
- Outside agencies, where appropriate, have their comments and recommendations recorded on the IEP and are involved in their development
- The school monitors and records the progress of children with SEND through IEPs, school tracking, provision mapping and progress data
- The school monitors provision for children with SEND through classroom observation, analysis of planning, pupil voice and intervention records.

- A named governor is identified as having particular interest and involvement in Special Educational Needs. He/She makes planned visits to the school and meets regularly with the SENCo to gain an informed view to enable governors to monitor and evaluate the SEND provision
- Any evaluations through inspection by HIAS or OFSTED are actioned

Complaints Procedure

Please see School Complaints Policy.

Agreed: Spring 2017

Review: Spring 2019