Special Educational Needs and Disability Policy

St Mark's CofE Primary School

At St Mark's, we believe that all children have the right to an outstanding education. Our four Christian values are at the heart at all that we do, including the decisions behind those action.

When supporting children with special educational needs or disabilities, our values of love and hope are particularly important. Love, because we value everyone and celebrate our similarities and value our differences. We know that God loves each and every one of us, no matter what needs we have. We understand that all of us have needs, and that for some of us, these are related to academic learning, relationships, emotions, or physical disabilities. Not one of us is perfect, and just as God loves each one of us, so we love one another, whatever our needs. This is what it means to grow and learn together ***in God's love***.

Hope is important, too. As God gives us hope because of his unending love for us, so we understand that there is hope for each and everyone of our pupils. Hope to succeed. Hope to enjoy. Hope to love and be loved. Hope to be looked after and provided for. Hope to have a great future, whatever stumbling blocks are in our path. As it says in Jeremiah 29:11, "…for I know the plans I have you, plans to give you hope and a future." Our value of hope encourages us to strive for the best for ***every*** individual.

It is in the context of our Christian values that we aim to provide outstanding education at St Mark's CofE Primary School.

What does "Special Education Needs and Disabilities" mean?

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if 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 or mainstream post-16 institutions."*

***Special Educational Needs and Disability Code of Practice:0 to 25 years**, p.15-16, January 2015*

Please also see the SEND Information Report for more information

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 ambitious and effective curriculum to meet the needs of children with and without identified SEND. Inclusive Ordinarily Available Provision (OAP) will be available at the point of need for any child in the school. This is part of our universal offer for all.
- Ensure that the targets set on Learning Plans (LPs) 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 CofE 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 LPs.
- 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 high quality inclusive teaching approaches and a universal offer of inclusive Ordinarily Available Provision (OAP)
- 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 LPs
- recording on the LP 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 though a universal offer of inclusive Ordinarily Available Provision (OAP). 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.

'The Bridge' –A Resourced Provision for Children with Social, Emotional and Mental Health Difficulties

St Mark's CofE Primary School has provision for seven children with SEMH. The Bridge is an integral part of the school with the children taking an active role within school life. The Bridge 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.

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

A Learning Plan follows the model of 'Plan, Do and Review.' The plan provides for

- the child's strengths and difficulties
- the date the LP 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 CofE 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 Transition Partnership Agreement meeting (TPA) 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 LP
- Outside agencies, where appropriate, have their comments and recommendations recorded on the LP and are involved in their development
- The school monitors and records the progress of children with SEND through LPs, 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.

Reviewed: July 2023, July 2024, July 2025, July 2026

Next Review July 2027