



SEND Policy

Policy Reviewed: January 2019
Approved by Governors: 28.3.19
Next Review: January 2020

Signed by Chair: A Green



MISSION STATEMENT

"...to provide a fun, stimulating and excellent education which enables each child to achieve their full potential, academically, spiritually, emotionally and socially in a safe, Christian environment..."

Healthy School

St. Mary's is a Healthy School with healthy attitudes embedded in the curriculum and extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and adults as well as making other choices about healthy lifestyles.

Building Learning Power Statement

At St. Mary's, we encourage all pupils to build their own learning power. Building Learning Power emphasizes the development of lifelong learning values and skills. We aim to ensure that all children develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At St. Mary's, children will develop the ability to take responsibility for their own learning and self-assess and be able to articulate themselves as a learner. They will have the opportunity to develop the ability to know what's worth learning, know how to face confusion and know the best learning tool for the job.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice to schools DfE (Feb. 2013)
- SEND Code of Practice (January 2015)
- School SEND Information Report Regulations (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 (September 2013) and Early Years Framework
- Teachers Standards 2012
- Children and families act (2014)

This Special Educational Needs and Disabilities (SEND) policy should be used and read in conjunction with:

- Safeguarding Policy
- Single Equality Policy (including Accessibility Plan)
- Behaviour Policy
- Anti Bullying Policy
- SEND Information Report (Local Offer)
- Oldham LA's local offer



Introduction

This policy was created by the school's SENCO in liaison with the Head teacher, staff and our SEND Governor. The SENCO is Sue Ernest (Post Grad Dip SEN).

The SENCO is part of the School's Senior Leadership Team.

Contact details for the SENCO are available on the School website (Key Information: SEND: Parent Information) and through the School Office.

St Mary's Primary School provides an inclusive, broad and balanced curriculum for all children, including those with special educational need and disabilities. All pupils are encouraged and supported to take part in extra curricular activities and opportunities offered by the school. Our objective is to ensure that through a whole school approach we address the barriers to learning. We will seek to identify differing needs and respond with appropriate teaching strategies in a differentiated curriculum i.e Quality First Teaching. We recognise and support the value of the child's view in meeting their need.

Our SEND (Special Educational Needs/Disability) Policy is based on the fundamental principles of the SEND Code of Practice 2015:

- a) A child with special educational needs will have their needs met.
- b) The views, wishes and feelings of a child or young person with SEND should be sought and taken into account as fully as possible and as appropriate to their age and understanding.
- c) Parents/Carers have an important role to play in supporting their child's education. Their views should be sought and taken into account.
- d) The importance of the child or young person 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
- e) Children with special educational needs and disabilities should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

The principles are designed to support:

- a) The involvement of children, young people and parents in decision making
- b) The identification of children and young peoples' needs
- c) Collaboration between education, health and social care services to provide support
- d) High quality provision to meet the needs of children and young people with SEND
- e) Greater choice for young people over their support
- f) Successful preparation for adulthood, including independent living and employment.

Aims

- To ensure that all children have access to a broad and balanced curriculum as appropriate to their needs
- To provide every possible opportunity to develop the full potential of all children.
- To provide for the development of the whole child: spiritually, intellectually, socially, morally and culturally, mentally and emotionally.



- To raise the self-esteem of individuals and that all children are valued for the individual contributions they make.
- To provide a happy, caring, safe and supportive environment which meets the needs of all children and is inclusive of special educational needs.

Objectives

- To create an environment that meets the special educational needs of each child and overcomes potential barriers to achievement;
- To ensure that the special educational needs of children are identified, assessed and provided for, in order to make best possible progress;
- To consider the views of the child;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To regularly review and evaluate children's progress and to work in partnership with parents*, outside agencies and children throughout the process.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To liaise effectively with all those working with the child in the future to ensure that transitions are successful.

* Throughout this policy the term 'Parent' refers to Parents and Carers

Meeting the Objectives

- The Governing Body will maintain an oversight of the school's approach to and provision for pupils with SEND.
- The SEND Governor will monitor the school's provision for pupils with SEND by liaising with the Headteacher and SENCO.
- Governors are given a termly SEND update in the Headteacher's report to Governors. An Annual Report will be provided by the SENCO in the Autumn Term.

Definition of SEND

The SEND Code of Practice (DfE 2015) says 'a child or young person has SEND 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 children of the same age;
- has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age.

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age



These needs fall within the four broad areas of need:

1. communication and interaction
2. cognition and learning
3. social, emotional and mental health
4. sensory and or physical need

1. Communication and interaction

Pupils with communication and interaction difficulties may:

- have a speech and language delay or disorder
- struggle to communicate with others (SLCN)
- experience problems taking part in conversations
- hear or see a word which they don't understand the meaning of, leading to words being used incorrectly or out of context
- have difficulty understanding the world in the way others do
- struggle with social interaction and imagination

2. Cognition and learning

Pupils with cognition and learning needs may:

- learn at a slower pace than their peers
- have difficulty acquiring basic English and/or Maths skills
- struggle to understand basic concepts
- have difficulty retaining information
- have low levels of concentration
- have under-developed social skills
- avoid reading or writing tasks
- show a discrepancy between their general cognitive ability and achievement

Children may have a specific learning difficulty (SpLD) such as dyslexia, dyscalculia, dyspraxia.

3. Social, mental and emotional health

Pupils with social, mental and emotional health may:

- have immature social skills
- find it difficult to make and sustain healthy relationships
- become withdrawn or isolated
- have low self-esteem
- demonstrate challenging, disruptive or disturbing behaviour

4. Sensory and / or physical development

Pupils with sensory and/or physical needs may:

- have a visual impairment
- have a hearing impairment



- have a multi-sensory impairment
- have a physical disability
- be distracted by certain stimuli
- struggle with co-ordination and fine-motor functions

The purpose of the identification of need is to decide what actions should be taken and not to fit a child into a category. In practice a child may have needs in more than one of these areas and therefore that is why we take into account the needs of the whole child.

We recognise that some children are identified as having SEND throughout their school career but for others this may be time limited.

Identification of Pupils with SEND

Children with SEND are identified in a number of ways:

- Class teachers' assessments, in consultation with the SENCO
- Discussion with the child's parents
- Information from external sources eg. pre-school SEND Services or previous school

A Graduated Response to SEND Support

Early identification is vital and the school uses a graduated response to identify a child's special educational needs as outlined in the Code of Practice.

Provision for children with special educational needs is a matter for the whole school.

All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements but those children whose attainment falls significantly outside the expected range may have special educational needs.

Stage 1: Initial Concerns (Cause for Concern)

Where a pupils continues to make inadequate progress despite quality first teaching and appropriate support.

The class teacher makes an initial identification and discusses concerns with the SENCO. The Class Teacher will arrange to meet the child's parents at the earliest opportunity to share concerns and record the views of the pupil and the parent on the 'Cause for Concern' form (See Appendix 3).



Stage 2: Monitoring

Pupils at this stage are placed on the School's Monitoring register by the SENCO.

Interventions, either as a small group or as an individual will be recorded and monitored following the assess, plan, do, review cycle. This will include any history of interventions- including records of baseline and impact of interventions used. All pupils requiring adjustments to be made by the class teacher to ensure inclusion in the day to day setting, will be identified on the class provision maps.

The class teacher will monitor progress against specific targets and record on the pupil record form. They may also begin to gather evidence/samples of work to demonstrate any progress including: work samples, Teaching Assistant (TA) reports, and assessments.

Stage 3: SEND Support

If a child's progress continues to be a concern and there is a lack of progress despite having additional quality first teaching and interventions, then the SENCO together with the class teacher will use the information, (including internal data) to decide whether it is appropriate to liaise with parents to consider referrals to Outside Agencies. Pupils are then categorised as SEND Support and placed on the school's SEND register. This decision is not made easily and will be after considered period of time and evidence of plan, do and review cycles.

Progress will be discussed with parents at parents' evenings and information shared between staff and parents as required throughout the academic year.

Parents may be asked to sign a 'Parental Approval' form for their child to be seen by Outside Agencies (see Appendix 4) and will be given details of any advice given by these professional agencies. A separate consent form is required by some agencies.

The SENCO, class teacher and curriculum co-ordinator will identify additional or different provision within school to enable the child to learn more effectively. The advice from QEST in relation to Waves of Support, and the Inclusion Development Programme (IDP) will be used to aid provision.

For children who have been assessed by outside agencies and have Wave 3 interventions there will be reviews in the Autumn and Summer Terms (Pupil Centred Review - PCR)- by the class teacher, SENCO and parents. Progress will also be reviewed between parents and the class teacher at the Spring Parent's evening. Progress will be detailed on the Action Plan. The pupil will be fully involved in the process. Additional support is tracked through the intervention trackers. Further evidence will continue to be collated by the class teacher.



This information will be put in a Pupil Centred Plan (see Appendix 6). At the PCR the child's strengths, progress and next steps are discussed. It is part of an ongoing cycle of 'plan, do, and review'.

Stage 4: School Request for Statutory Assessment

A child will be considered for statutory assessment if:

- despite the school having taken relevant and purposeful action to identify and meet the needs of a child they still have not made adequate progress.
- despite acting on advice of outside agencies and working on specific targets, following the plan, do and review cycle the pupil still does not make adequate progress;
- the pupil's needs are severe and/or complex.

Where a request for a statutory assessment is made by the school to the LA, the child will have demonstrated a significant cause for concern. The LA will request information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including resources and/or special arrangements put in place.

This information will include:

- Pupil Centered Review information and action plans (detailed in the pupil centred plan) for the pupil;
- Evidence of at least 3 cycles of assess, plan do and review
- Details of interventions (including baseline information)
- The pupil's health background including the child's medical history where relevant;
- Evidence of the child's attainment levels - current and over time
- Evidence of progress over time
- Educational and other assessments, advice from an external agency must be present, notably from an educational psychologist;
- Views of the parents of the child;
- Views of the child;
- Involvement of other professionals such as health, social services or education welfare service.

See also LA EHCP handbook Dec'16, link below:

http://www.oldham.gov.uk/downloads/file/4358/the_ehcp_schools_handbook_v5

Parents may also consider starting the process to request an Education, Health Care Plan.

Statutory assessment involves consideration by the LA, working co-operatively with parents, the school and other agencies, as to whether a statutory assessment of the child's special educational needs is necessary.



Stage 5: Education, Health Care Plan

An Education and Health Care (EHC) Plan will include:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs and abilities;
- The special educational provision necessary to meet the pupil's needs;
- The type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;

All children with EHC Plans will have short-term targets set for them in an action plan and school related actions will be implemented, where possible, in the normal classroom setting. The delivery of the interventions will be the responsibility of the class teacher.

All EHC Plans must be reviewed annually with parents, the pupil, the LA, the school and professionals to consider whether any amendments need to be made to the description of the pupil's needs. Transition Reviews in preparation for move to Secondary School are held in the Spring Term of Year 5.

Provision Planning

Each teacher is responsible for planning a differentiated approach to support the learning needs of children with SEND, ensuring inclusion for all.

Differentiation begins with an evaluation of a child's present skills, attitudes and needs. In planning to meet the individual needs of the children, the teacher plans a variety of tasks which:

- a) provides the opportunity for a child to work at his or her own pace or level.
- b) enables a variety of outcomes linked to objectives.
- c) supports the child with resources/ extends the child's learning with challenge.
- d) provides a scaffold for working independently/ provides opportunities for investigation.

Where appropriate SEND pupils will be supported within the classroom with their own peers as part of good inclusive practice. When specific interventions require a more focused, 'quiet' environment, groups of pupils/ individuals may have the provision of a designated 'quiet area'.

Support

Support for children with SEND may be provided by:

- a) The teacher working with an individual or small group.
- b) The Teaching Assistant working with an individual or small group.
- c) Peer groups eg individual children working in small groups supporting each other.
- d) Technology support such as specific ICT programmes.
- e) Resources eg angled board, reading window, pastel paper, adapted worksheets, writing frame, topic web, and pencil grip.
- f) Supporting achievement eg awards, certificates, charts.



Provision and support for individual pupils is recorded in Pupil Centred Review forms and Class Provision Maps (including Provision timetable).

The three waves of support identified in the provision maps are:

Wave 1 - differentiated planning by the class teacher. Some group support from the teaching assistant.

Wave 2 - programmes for groups who are showing more significant delays in learning. They are delivered by the class teacher and/or teaching assistant. It is additional to the daily Literacy and Numeracy lessons eg Direct Phonics, Catch Up programme.

Wave 3 - programmes advised by outside agencies for very specific needs of individuals eg Socially Speaking, Lego Therapy, and Physiotherapy.

Roles and Responsibilities

Provision for children with SEND is the responsibility of all teachers. All teachers are teachers of children with SEND.

The **Headteacher** (Pamela Hartley) is responsible for:

- Overseeing the SEND policy and provision

The **SENCO** (Sue Ernest) is responsible for:

- Working with the Headteacher to monitor SEND within school (SEND Files, Impact and quality of interventions, progress of SEND pupils)
- Analysing data for children with SEND
- Managing the day to day operation of the SEND policy and provision including supporting TA's;
- Co-ordinating the provision for children with special educational needs;
- Liaising with and advising colleagues;
- Maintain the Monitoring register and SEND Register
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Managing the school-based assessment and completing the documentation required by outside agencies and the LA;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Liaising with pre-school and secondary SEND departments to ensure the effective transition.
- Attending relevant meetings and training to further develop the role of SENCO
- Update the SEND Policy and School Local offer on an annual basis
- Present a SEND report to Governors annually



The **Class Teacher** is responsible for:

- Ensuring Quality First Teaching
- Identifying children with SEND in their care and bringing them to the attention of the SENCO
- Differentiating the curriculum to meet the needs of individuals and groups of children
- Reviewing targets, assessing and recording achievements, setting new targets
- Updating provision maps/timetables termly
- Planning work for the TAs working with a child(ren) in their class, including liaising with TAs to prepare next steps for learning
- Preparing notes ready for review meetings
- Being involved in the preparation of reports eg. for SAMP submissions, referrals to School Medical Officer, SALT etc.
- Informing the SENCO of progress, any growing concerns and requests for further intervention by outside agencies
- Keeping a log of visits by outside agencies (eg. observations) and appointments attended by individual children
- Liaising with parents
- Ensuring that their class SEND and pupil SEND file are kept updated

There is a **named Governor** for SEND (Amy Snape) Contact details available from the school office. The **Governing Body** will:

- ensure that necessary provision is made for any pupil who has SEND
- ensure that teachers in school are aware of the importance of identifying and providing for those children with SEND
- ensure that pupils with SEND. have the opportunity to participate in school activities, together with those pupils who do not, as far as is reasonably practical and compatible with the needs of all the children
- have regard to the Code of Practice when carrying out duties towards all pupils with SEND meet with the SENCO on a yearly basis (SEND Governor)
- ensure that school provides an information report for parents on the school website.

Resources:

The Headteacher and SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC Plans. The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The school provides for:

- Additional learning support
- Non-contact time for SENCO
- Material resources
- Assessments by the specialist teaching service
- Training for staff



Transition Arrangements:

Children transferring to St Mary's CE Primary School:

When children with SEND are admitted into school or transfer from another school, every effort is made to ensure the relevant information is received as quickly as possible. Sometimes children join us who were not on the SEND Register at their previous school. In these cases, we monitor their progress closely before inviting their parents into school to discuss next steps.

Children joining us in Reception:

Children entering our Reception class will have the opportunity to visit school in the summer term.

The SENCO and / or Reception class teacher attend pre-school review meetings in the summer term before children join our Reception class so that necessary measures can be put in place. If necessary, we also liaise with relevant outside agencies before they start eg. Early Years Team.

Children transferring to another school:

For children moving on to a new school, individual SEND information will be passed on to the receiving school.

Transition to secondary school:

When Year 6 children transfer to secondary school, a review meeting will be set up in the summer term to discuss transition arrangements. The child's parents, class teacher, secondary school SENCO and if necessary, relevant outside agencies are invited. For children with an EHC Plan this transition meeting is arranged for the Spring Term of Year 5 (Annual Review, where a member of the LA's Access Services will be invited).

Partnership with Parents:

At all stages of the special needs process, the school keeps parents fully informed and involved. We have regular meetings to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

The school prospectus contains a special educational needs and disability statement and parents may request a copy of the SEND policy from the school office. The policy is also available on the school website. The SEND Information Report (Local Offer) for parents is also on the school website.

Accessibility:

The school has 2 disabled toilets, 1 with ceiling hoist and bed. Wheelchair access from the hall to KS 2 area is provided by a stair lift. Ramps are located around school and the main entrance has wheelchair access.



Monitoring:

The Head teacher will monitor the SEND process through:

- tracking individual pupil's progress and monitoring against targets set
- regular meetings with the SENCO
- providing the Headteacher's report to the Governing Body

The SENCO meets with the SEND Governor annually in order to discuss the provision of children with SEND as well as to discuss any local or national changes in SEND and the implications these have upon the children with SEND in our care. She also has time out of class each week to carry out her SEND role.

Data Protection (GDPR): Storage and Management of Information

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All documents stored are in accordance with legal requirements where appropriate, and guidance from the Records Management Toolkit for Schools.

Each child's primary school record is retained for the length of time that the child remains at the school. Essential information such as attendance, medical records, unique pupil number, external data etc. is transferred onto the next school as they leave. Any information stored on the office computer system is archived.

Each class teacher has a Class SEND file with information relevant to the needs of that child (See Appendix 1). Each class teacher has SEND pupil file for any pupils at stage 3 or above (See appendix 2).

SEND pupil files are retained at the school for the DoB of the child +25 years.

This policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	

Complaints

The School Complaint Policy and procedure is available on the school website. The first point of contact is usually the Class Teacher. You may wish to contact the SENCO or Headteacher to discuss your concerns. Contact can be made through the school office.



Appendix
SEND GENERAL CLASS FILE

- 1- SEND support list
- 2- Intervention Tracker
- 3- Termly provision maps and timetables
- 4- Completed Cause for Concern forms
- 5- Staff Meetings
- 6- MASTERS:
 - Provision Map
 - Consent form
 - Pupil Centred Plan master
 - Cause for concern form
 - Outside Agency Chronology sheet
- 7- Resources- ICT suite
- 8- Checklists:
 - ABC- behaviour
 - Dyslexia (IDP), Bangor Test
 - Dyspraxia
 - Sensory
 - SLCN profile (IDP)
 - Speech and Language (Eklan)
 - Spelling
- 9- Provision:
 - Exemplar Provision Maps- Dyslexia, Maths, BESD
 - Wave 1, 2, 3 provision - Cognition, Emotional, Communication, Sensory.
 - Wave 1 provision
 - SLCN provision (IDP)
- 10- Referral / consent forms:

CAMHS SALT MAF Educational Psychologist Parent



Appendix 2

SEND PUPIL FILE

CONTENTS PAGE

- 1- Timetable of support and Provision Map
Room Plan Consent Forms
- 2- Tracking Sheets (from pupil progress)
P Levels
- 3- Pupil Centred Plan with Pupil record Form (Date/Outcome/Comments)
including review notes (each target to be kept in an individual packet)
alongside any further relevant records to evidence progress against
objectives.
Annual Review School Reports
- 4- Involvement of Outside Agencies Chronology sheet-

Date/ Agency (form completed eg referral/visit/phone consultation)/
Comments
- 5- Advice from outside agencies
- 6- Medical info eg medication
- 7- Evidence - samples of work related to targets with annotated sheet
attached.
 - Intervention details including baseline
- 8- EHC Plan
- 9- PEEP
- 10- Care Plan



Appendix 3

PUPIL CONCERN FORM

Name



Cause for Concern Form

Date of Meeting: at St Mary's High Crompton

Who Was There?:



1. What's great about

?



(what we like and admire)





What is important to

?

What's important for

?



6. What's important for in the future?

7. What are the key outcomes for ?

8. Summary and Next Steps

Appendix 4



Parental Consent Form – SEN Funding

Pupil _____ Yr Gp _____

Quality Effectiveness Support Team

The Educational Service for
Hearing Impairment

The Educational Service for Visual
Impairment

Secondary Support Team /
Secondary School Staff

Signatures:

Parent: Date:

Headteacher:

Appendix 5



Pupil Record Form

Pupil _____

Week Beginning _____

Target _____

Date	Specific Outcome (completed by Class Teacher)	Comments (Completed by relevant member of staff)
		<input data-bbox="1289 891 1369 958" type="checkbox"/>
		<input data-bbox="1281 1182 1361 1249" type="checkbox"/>
		<input data-bbox="1281 1480 1361 1547" type="checkbox"/>
		<input data-bbox="1281 1778 1361 1845" type="checkbox"/>

Appendix 6

Pupil Centred Plan

Review



Date of Meeting: at St Mary's High Crompton

Who Was There?:

2. What's great about

?



(what we like and admire)



What is important to ?	What's important for ?

What's working well?

What's not working well?

(home)

(home)

(school)

(school)

6. What's important for _____ in the future?

7. What are the key outcomes for _____ ?

8. Summary and Next Steps

10. Action Plan

Barriers To Learning	What needs to happen?	Frequency/ Resources	Expected Outcomes Target	By whom?	Evaluation and Next Steps