



SEND Policy

Policy Reviewed: January 2020
Approved by Governors: 12.3.20
Next Review: January 2021

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in St Mary's CE Primary School and is to be reviewed annually.

To see how it looks in practice, please see the SEND information Report (Local Offer)

Vision

"Love one another as Jesus loved us." (John 13 : 34-35)

Through God's love and our Christian Values we encourage each individual to love, respect and value themselves and others. We encourage and nurture the growth of every individual and their uniqueness so that all flourish and become all that they can be and all that God made them to be.

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.

Our Vision for pupils with SEND

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their potential
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 6.1)

Within our Early Years all children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes,
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. (Code of Practice 5.1)
- learn through play, following their own interests
- be included in all aspects of the curriculum.

National SEND Definition from the Code of practice

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15)

Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one.

The areas of need are:

Communication and interaction- eg speech and language difficulties, autistic spectrum disorder

Cognition and learning- eg dyslexia, dyspraxia, dyscalculia or general learning difficulties

Social, emotional and mental health- eg children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs

Sensory and/or physical impairment- eg visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition (Code of Practice XVIII)

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Schools should establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEND. (Code of Practice 6.24)

Guidance

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

National Guidance/Policies

Equality Act 2010: advice for school DfE Feb 2013

SEND Code of Practice 0-25 (revised January 2015)

Schools SEN 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)

The Early Years Foundation Stage (EYFS) framework

Teachers Standards 2012

This special educational needs and disabilities (SEND) policy should be used alongside and in conjunction with our policies on:

Accessibility Plan

Admissions Policy

Safeguarding Policy

Single Equality Policy (including Accessibility Plan)

Behaviour Policy

Anti Bullying Policy

Medical Conditions Policy

GDPR Policy

SEND Information Report (Local Offer)

Oldham LA's Local Offer (www.oldham.gov.uk/info/your_local_offer)

Emotional and Mental Wellbeing Policy

Roles & Responsibilities

Provision for children with SEND is a whole school matter. In addition to the governing body, the head teacher and the SENCO, this policy applies to all members of staff: both teaching and support staff in their day-to-day responsibilities.

SEND Governor

The named Governor for SEND (Amy Snape contact details available from the school office) will ensure:

- the necessary provision is made for any pupil who has SEND
- all staff in school are aware of the importance of identifying and providing for those children with SEND
- 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
- they have regard to the Code of Practice (2015) when carrying out duties towards all pupils with SEND and meet with the SENCO on a yearly basis (SEND Governor)
- parents are notified if the school decides to make SEND provision for their child
- school provides an information report for parents on the school website.
- they raise awareness of SEND issues at Governing Board meetings.

The Headteacher

The Headteacher (Pamela Hartley) will:

- Work with the SENCO and the SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Make final decisions on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Have overall responsibility for the provision and progress of learners with SEND.
- Be responsible for the management of all aspects of the school's work, including provision for pupils with Special Educational Needs
- Keep the governing body informed about SEND issues
- Working closely with the SENCO
- Monitor and report to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The SENCO

The SENCO (Sue Ernest) is responsible for:

- Working with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school. (SEND Files, Impact and quality of interventions, progress of SEND pupils)
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those with EHC plans.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEND receive appropriate support and high quality teaching.
- Advising on the graduated approach to providing SEND support.
- Evaluate process and practice to improve outcomes
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.
- Assisting in the monitoring and evaluation of progress of pupils with SEN/D through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc. Maintain the Monitoring register and SEND Register
- Ensuring the school keeps the records of all pupils with SEN/D up to date Liaising closely with parents of pupils with SEN/D alongside class teachers,
- Overseeing the records of all children with special educational needs;
- Liaising closely with parents of pupils with SEN/D alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- 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;
- Working with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Attending relevant meetings and training to further develop the role of SENCO

- Contributing to the in-service training of staff
- Update the SEND Policy and School Local offer on an annual basis
- Present a SEND report to Governors annually

Class Teachers

Class Teachers are responsible for:

- The progress and development of every pupil in their class through high quality 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
- Working with the SENCO to review each pupil's progress and development and decide any changes to provision
- Ensuring all documentation is up to date and evaluated
- 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, Speech and Language Therapy Service (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
- Directly liaising with parents of children with SEND
- Ensuring that their class SEND and pupil SEND file are kept updated
- Making themselves aware of the school's SEN/D policy and procedures for identification, monitoring and supporting pupils with SEN/D.

Teaching Assistants

TAs should:

- Be fully aware of the schools' SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedure for giving feedback to teachers about pupils' progress.
- Work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.
- Play an important role in implementing Pupil Centred Plans and monitoring progress.

Monitoring and Evaluating

Through regular review meetings the school will monitor the outcomes using the person centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (Code of Practice 6.45-6.56).

Children's progress is also tracked through termly SEND pupil progress meetings with SLT and the Class Teacher, with any concerns then discussed with the SENCO.

SEND is also monitored through the Headteacher's termly report to the Governing Body and the SENCO's annual 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.

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).

Outside Agencies

School buys into LA QEST (Quality & Effectiveness Support Team) and through a SLA Educational Psychology service. School also works with Speech and Language Therapy Service (SALT), Community Paediatric Team, Physiotherapy, Occupational Therapy, Hearing Impairment Service (HI), Visual and Physical Impairment Teams (ViPI), Healthy Young Minds, Early Help, School Nurse and Social Services.

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.

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 .
Each class teacher has SEND pupil file for any pupils at stage 3 or above
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