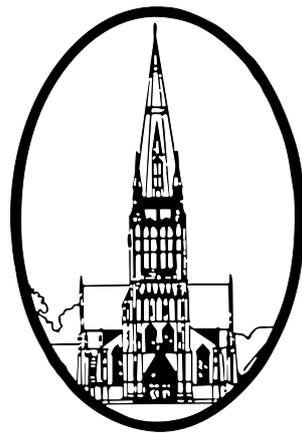


# St. Mary's C. of E. Primary School

*'Through God's love, we strive to be the best we can be.'*



## Special Educational Needs and Disability Policy

Revised: June 2018

Review date: June 2020

### Mission Statement and Values

“Through God’s love, we strive to be the best we can be.”

St Mary’s is an inspiring and creative school which fosters a love of learning as well as developing skills for life. We strive to enhance every child’s moral, spiritual, intellectual, social and physical well-being and celebrate every child’s gifts.

As a faith school we hold **love** at the centre of all we do. This and the following values reflect the ethos of our school.

**Respect** – ourselves, each other and our environment

**Courage** – to stand up for what is right, overcome our fears and embrace new challenges

**Truth** – in the choices we make and our dealings with family, friends, school and community

**Hope** – that inspires us to look forward in confidence to a better life for all

Assistant Headteacher: Anna Barker (NASENCO Award)

### A Whole School Inclusive Approach

St Mary’s is an inclusive school where all children strive to be the best they can be. The core values and responsibilities extend to the whole school community and the expectations for all children are high. St Mary’s School is committed to meeting the needs of all pupils including those with Special Educational Needs or a disability (SEND). There is an expectation that all pupils regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

The aims of the school are:

- The delivery of high quality teaching and learning for all pupils.
- That every teacher is equipped to be a teacher of pupils with SEND
- To provide a robust system for identifying, supporting and reviewing children with SEND
- That interventions for children with SEND are high quality, carefully monitored and regularly evaluated as part of a graduated approach

- The progress of children with SEND is equivalent to other children or at least good for that individual.
- That children with SEND are fully included in all aspects of school
- That all children, including those with SEND have access to a broad and balanced curriculum
- That parents and carers are fully involved in decisions about their child's provision
- That the views of children with SEND are actively sought and they form part of all decision making

### Development of the Policy

The policy was developed in consultation with parents, staff and governors. It reflects the New Code of Practice (2014) and will be reviewed every 3 years.

### Arrangements for the admission of Pupils with SEND

St Mary's works within their own admissions policy.

### Identifying and assessing Special Educational Needs

The SEN Code of Practice states: "A pupil has SEN 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."

In order to support effective intervention the following broad areas of needs will be taken into account. This is to identify the best action the school can take in order to support the child's development, as oppose to fitting a child into a 'category.' At all times the whole child is considered in order to develop personalised learning to meet their needs.

The four areas of need are as follows:

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

The school provides the following interventions and access to additional services to support children with needs in these areas. These include the following but is not exhaustive:

Access to learning support staff:

- In all year groups
- Regular intervention programmes in class
- Intensive programmes for key skills

Strategies or programmes to support speech and language where recommended:

- Speech and Language Therapist advice shared and followed by teaching staff
- Specific differentiation or modification of resources
- Individual or group work delivered by Speech and Language Therapist or support staff following therapist advice
- Support staff to attend Speech and Language meetings when possible.

Strategies to support/develop literacy including reading:

- Guided reading programmes in class
- Regular teaching of phonics in Early Years and Key Stage One
- 'Reading Recovery' programme for focus children – specialist teacher led
- Daily phonics teaching delivered in ability groups.
- Regular parent reading mornings
- 'Nelson' Handwriting font consistently taught and used throughout class displays.

Strategies to support/develop numeracy:

- Small group intervention programmes
- Ability setting
- Numicon and diennes used in catch-up groups

Strategies and support to develop independent learning:

- Visual timetables for class and individuals
- Success criteria used in every lesson
- Differentiated activities
- Extension activities
- Liaison with specialist teachers as required

Liaison with outside agencies:

- Re-engagement Unit
- Child Adolescent and Mental Health Services

### A graduated approach to SEN Support

All children have the right to an education where they make good progress. This enables them to:

- Achieve their best
  - Become confident individuals living fulfilling lives
  - Make a successful transition into adulthood
- (6.1 Code of Practice 2014)

Each term all teachers will have pupil progress meetings where they discuss their class and identify any issues relating to progress and attainment. Children who are not making progress will be carefully monitored to ensure their needs are being met. However it is the responsibility of the teacher to ensure that quality first teaching is in place and that appropriate differentiation is in place for each lesson. The graduated approach is a cycle whereby the following principles are adopted.



If a pupil, in spite of carefully differentiated lessons is still not making progress then a SEN referral needs to be made to the Assistant Head for Inclusion to consider the next steps and make recommendations. These recommendations will feed into the assess, plan, do, review cycle, with the teacher and assistant head considering all the information, including pupils progress,, expectations of progress and high quality and accurate assessment.

ASSESS – look at pupil progress, attainment and tracking.

PLAN – identify areas of need and decide on next steps

DO – carry out the next steps within a designated time frame

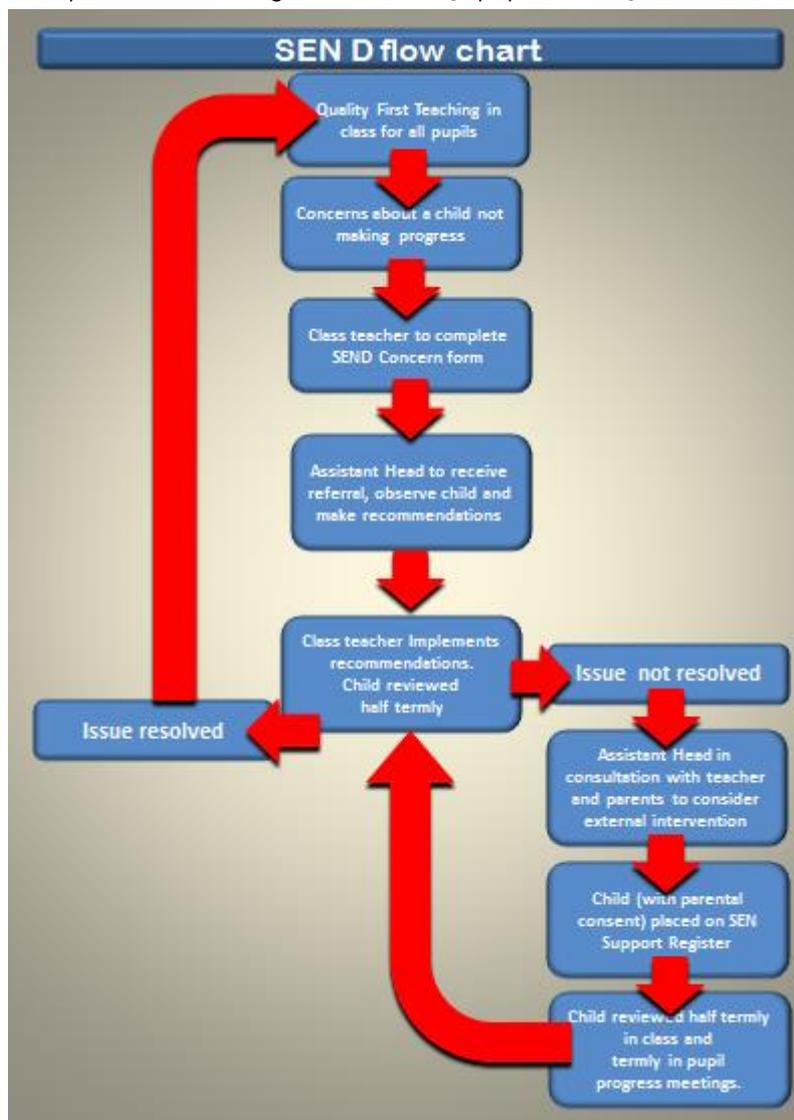
REVIEW- careful assessment of impact and decision for ways forward.

Where a child has specific needs and in order to make progress and move forward, an Individual Education Plan (IEP) and child friendly targets will be created in conjunction with the parent and pupil and be reviewed at least termly.

At this point the pupil may have made sufficient progress to be less of a concern or alternatively be referred onto outside agencies (e.g. speech and language, educational psychologist) and go onto the SEN register.

### Managing pupils needs on the Inclusion Register

The process to manage the needs of pupils is as follows



### Criteria for Exiting the Inclusion Register

See above flow chart

### Monitoring and Evaluation of SEND children.

All children on the Inclusion Register will be part of a termly monitoring and evaluation process as part of pupil progress. (see above flow chart). As part of this process any interventions implemented will be reviewed half termly with staff delivering them to assess impact. In order to maximise efficacy interventions will be time limited and evaluated. To ensure quality first teaching and the best impact on pupils, support staff, as part of performance management will be observed termly delivering interventions and given constructive written feedback to ensure effectiveness.

### Supporting Pupils and Families

If parents require further information about their child then their class teacher is available by appointment to discuss specific needs. There are also termly parents evenings where opportunities to look at work and discuss progress are available.

Pupils who are identified as having a particular additional need will also (in consultation with the parents and teacher) have an Individual Education Plan (IEP) written. This is a personalised target sheet for children to work towards, there will also be a child friendly version that children will bring home.

Pupils who have an Education Health Care Plan will also have an Annual Review. This will be held at school and involve the family, child, teacher, Inclusion Head and other professionals involved in the child's provision. This will be an opportunity to discuss all aspects of the child's education and health, identify strengths in provision and areas of difficulty. This will then feed into an action plan for the forthcoming year.

Information about the school's Local Offer can be found on the school website, using the link 'Inclusion.' This explains in more detail what the school offers to children who have additional needs. This is supplemented by Hackney Local Offer which explains the borough wide provision available for Hackney residents.

A child who has additional needs may need extra support to fully access the school and curriculum. An assessment will be done on a pupil by pupil basis of any additional requirements e.g. extra time to complete work, transition time to prepare children for changes at the end and beginning of each school year.

### Supporting pupils at school with Medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Pupils and their families will be fully involved in setting up specific healthcare plans to identify needs and these will be

reviewed with the relevant personnel, e.g. school nurse, class TA, first aiders in school. Children who require particular healthcare plans will have these shared with a range of staff across the school. If specific training is required to support the child e.g. epi-pen administration then this will be provided in school for all staff. Any member of school staff may be asked to provide support to pupils with medical conditions, including the administering of medicines, although they cannot be required to do so. Although administering medicines is not part of teachers' professional duties, they should take into account the needs of pupils with medical conditions that they teach. Any member of school staff should know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help.

### Training and Resources

All staff will receive training on Inclusion as part of an annual cycle of inset training, on a needs led basis identified through an annual audit. Support staff, particularly those working on specific interventions will receive additional training to support the effective delivery of these. Support staff have fortnightly meetings with the Assistant Head and a programme of CPD has been developed.

All teachers and support staff new to the school, will as part of their induction meet the Assistant Head for Inclusion. This will enable the systems and structures in place around the school's SEND provision and practice to be shared as well as to discuss the particular needs of individual pupils.

### Roles and Responsibilities

SEN Governor – Katie Chubb

Line Manager for Teaching and Learning Support Assistants– Anna Barker

Safeguarding Lead – Anna Barker and Breda McKelvey

Pupil Premium Grant Responsibility – Anna Barker

Responsible for Medical Needs – Anna Barker

### Reviewing the policy

This policy will be reviewed in June 2020

### Accessibility

Please see accessibility policy

A member of the leadership team is on the gate before and after school each day to deal with any concerns.

### Dealing with complaint

Please refer to the Complaint Procedure.

### Bullying

St Marys is an inclusive school where bullying is not tolerated. For those learners who are vulnerable because of their SEND, the following strategies are part of the school ethos.

- School Values are shared across the school
- Swift response using a restorative justice approach where playground or class issues emerge
- Daily assemblies and collective worship in class
- PSHE Curriculum
- All pupils are encourage to be independent and resilient learners
- Personalised strategies for particular children include visual timetable, within task activities, access to practical apparatus,