

St. Matthew's Church of England Primary School

Special Education Needs and Disability Policy



Our vision is:
'To enable our whole school
community to live life in all its
fullness.'

This school is committed to safeguarding and promoting the welfare of our children and this policy supports this commitment.

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**St. Matthew's
C of E Primary School**



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1. Our vision

St Matthew's vision is to enable our whole school community to live life in all its fullness. It is the aim of every member of staff at St Matthew's to ensure that every opportunity is provided to every child, regardless of ability or needs, to flourish and to fulfil their personal potential. Every child is unique and it is our mission to nurture and guide them to:

- Achieve their best
- Become confident individuals living fulfilling lives,
and
- Make a successful transition into adulthood.

This document is the Special Educational Needs and Disability (SEND) Policy of St Matthew's Church of England Primary School. It defines what SEND is, and describes how SEND provision is made within the school. The SEND Policy is intended for all staff within the school, parents (particularly those whose children have SEND), and for outside agencies who have a role to play in SEND provision within St Matthew's.

2. Aims and Objectives of the SEND policy

2.1 The aims of this policy are:

- To provide an environment and teaching opportunities that will enable all children to make the best progress possible.
- To provide a caring and nurturing environment where each and every pupil feels valued and appreciated.
- To ensure all pupils are offered full access to a broad and balanced education.
- To provide high quality teaching and learning opportunities, adapted to meet the needs of the individual.
- To ensure that provision made for a child with SEND matches the nature of their needs.
- To ensure that the special educational needs of the children are identified in a timely manner, assessed and provided for.
- To ensure each child reaches a level of attainment appropriate to his or her ability.
- To work in partnership with pupils, carers and parents.

2.2 The objectives of this policy are:

- To have an active whole school approach to pupils with special educational needs involving parents, governors and staff.
- To provide training, advice and guidance for all staff who provide support for children with special educational needs.
- To use teaching and learning styles suited to the individual needs of pupils.
- To provide and maintain a resource base.
- To work within the guidance provided in the SEND Code of Practice 2015.

3. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014 which sets out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN Information Report (found on the St Matthew's website).

4. Definition of SEND

The Special Educational Needs and Disabilities Code of Practice 2015 states that, 'A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age,
- Has a disability which either prevents, or hinders the child from accessing the curriculum and using educational facilities, in the same way as other children within their class.' (DfE 'Special education needs and disability code of practice: 0 to 25 years.' January 2015)

A child must not be regarded as having a learning difficulty solely because the language used at home is different from the English language taught in school.

Special Educational Provision means:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post -16 institutions or by relevant early years providers.

A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (DfE 'Special education needs and disability code of practice: 0 to 25 years.' January 2015).

5. Roles and Responsibilities

5.1 Role of the Head Teacher

The Head Teacher is responsible for the day-to-day running of the school, and this includes the provision of SEND. Much of this responsibility is delegated to the Inclusion Manager. In addition, the Head Teacher:

- Will work with the SENDCo and SEND Governor to determine the strategic development of the SEN Policy and provision within the school.
- Will have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Has overall responsibility for the Education, Health and Care Plan (EHCP) process.

5.2 Role of the Inclusion Manager (SENDCo)

- To oversee the day-to-day operation of the SEND Policy.
- To ensure liaison with parents, the Head Teacher, and other professionals in respect of children with SEND.
- To carry out and analyse individual assessments for individual pupils with SEND, as necessary.
- To liaise with, advise and support staff in school.
- To ensure that appropriate targets and provision maps are in place for children with SEND.
- To plan support for a child, in discussion with the teacher, and ensure that this support is monitored, reviewed and actioned.
- To act as a link with external agencies, professionals and support agencies.
- To advise on the graduated approach to providing SEND support.
- To arrange training for teachers and support staff.
- To oversee the records of all children with Special Educational Needs.
- To report to the governing body regarding the monitoring of children with SEND.
- To manage a range of resources, human and material, to ensure that the needs of all children are being met.

5.3 Role of the SEND Governor

The SEND Governor of St Matthew's is responsible for monitoring SEND provision, and works with the Inclusion Manager and Head Teacher, to ensure that all monitoring of SEND and evaluation of strategies employed are implemented.

5.4 Role of Teachers

- To provide quality first teaching for all children.
- To engender a nurturing and inclusive ethos.
- To plan motivating and adapted learning opportunities for children with SEND to meet their specific needs.
- To liaise with the SENDCo to identify children with SEND, to plan effective provision to support their specific needs and to regularly review the impact of the provision.
- To ensure all children have access to the curriculum.
- To communicate effectively with support staff, setting outcomes for interventions and monitoring the effects of the interventions.
- To effectively deploy all additional adults.
- To liaise regularly with parents/carers and the SENDCo.

5.5 Staff development

The school has staff who are skilled in teaching children with various types of SEND. The Inclusion Manager maintains her knowledge on all aspects of SEND through training, reading specialist publications, etc. The Inclusion Manager also attends regular Achieving for Children (AFC) SENDCo Forums, training sessions, and SEND conferences. The Inclusion Manager uses staff meetings and inservice training days to keep other staff informed on the Code of Practice, it's implementation, and new initiatives for dealing with children's special educational needs. All teachers and teaching support staff have access to advice, information and resources to enable them to teach all children effectively. Staff have access to regular training and information in-house, through the Local Authority and external agencies eg. Speech and Language and Educational Psychology services.

6. St Matthew's SEND process

6.1 Identification of children with SEND

There are four main categories of need described in the SEND Code of Practice 2015:

- Communication and Interaction (CI) ○ Cognition and Learning (CL)
- Social, emotional and mental health difficulties (SEMH) ○ Sensory/physical needs (S/P)

All class teachers are responsible for the initial identification of a child who is having learning difficulties. A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress in relation to their age and specific circumstances. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Adequate progress is defined in the SEND Code of Practice 2015 as:

- Significantly slower than that of their peers starting from the same baseline ○ Failing to match or better the child's previous rate of progress ○ Failing to close the attainment gap between the child and his/her peers ○ Widening the attainment gap.

In determining whether a child should be in receipt of special educational provision, the teacher and SENDCo will review and consider all information collated in school regarding the child's progress, together with the views of the child's parents/carers and pupil (if appropriate).

At this stage, intervention that is additional to, or different from that provided to the majority of their peers, will be provided.

Assessments used in the identification of children with SEN include the following:

- Foundation Stage Profile/ Baseline Assessment
- Key Stage 1 SATs
- Half termly assessment data
- End of year progress data

- Internal assessment tools such as the YARC Reading assessment, PM Benchmarking, Sound Linkage and Phab 2 assessment.
- Teacher/SENDCo assessment through observation, book looks etc

6.2 Supporting children with SEND – a graduated approach

High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Special educational provision is underpinned by high quality teaching and is compromised by anything less. (SEND Code of Practice 2015).

All teachers are teachers of children with SEND. We ensure our teaching staff is highly trained, and provide high quality, personalised and adapted teaching and learning opportunities to meet the individual needs of children – this is known as quality first teaching.

Only those who require provision that is personalised to a high degree and delivered for the longer term should be described as needing SEND intervention and therefore having SEN.

St Matthew's aims to identify children with SEND quickly and respond to their needs with appropriate interventions without delay. We ensure a graduated response that includes a range of strategies, is in place for all pupils with SEND and that we:

- Thoroughly assess the child's needs (Assess)
- Plan and design intervention based on the results of the assessments (Plan) ○ Carry out the planned intervention(s) (Do)
- Review the pupil's progress towards their outcomes and monitor the effectiveness of the intervention (Review)

This approach ensures that earlier decisions and actions are continually revisited, refined and revised, which ensures that the intervention provided is effective and impactful. Intervention and additional support is personalised and adapted to meet the specific needs of that child.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage, St Matthew's employs additional teaching approaches, as advised by internal and external assessments and with reference to the Achieving for Children Threshold Guidance. These include:

- Additional small group catch-up teaching for literacy, phonics and maths ○ Additional 1:1 reading with specific children ○ Additional phonic intervention groups ○ Reading comprehension groups
- Pre and post teaching for reading, writing and maths ○ Precision teaching ○ Small handwriting groups ○ Speech and language programmes as advised by the speech and language team ○ Use of ICT software learning packages eg. Clicker 7 for children with dyslexia ○ Adjusting the learning environment eg. seating ○ Support

- for emotional regulation eg. Zones of Regulation
- Social interaction and communication support eg. Lego Therapy
- Occupational Therapy activities to promote fine and gross motor skills
- Social and emotional support eg. ELSA
- Strategies to support focus, eg. movement breaks, calming strategies, chunking of information, auditory and visual reminders.
- Use of visual aids such as check lists and word mats.

These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEND funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

This graduated approach recognises that there is a continuum of SEND and where children have more complex needs, with parental consent, we may seek the advice of external professionals such as:

- The Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Team
- School Nurse/Paediatric health team
- Social Services
- Behaviour Support Service
- Occupational Therapy Service

6.3 Education, Health and Care Plans (EHCP)

If, despite high quality teaching and targeted and adapted SEN support, the child fails to make progress, the school may request, after discussion with parents/carers, for the child to be assessed for an EHC Plan. Advice and recommendations from outside agencies such as the Educational Psychology and Speech and Language services may be sought at this stage. The Local Authority reviews the request and may ask for additional information from school, parents/carers, health professionals or social care professionals. Meetings are held to discuss the child's strengths, special educational needs, the provision that is needed to meet their needs and outcomes. The Local Authority decides, after reviewing the information, whether to issue an EHC Plan.

6.4 Removing children from the SEN Register

When a child has made sufficient and sustained progress and is no longer significantly behind their peers (see criteria in 6.1) and their needs are able to be met by quality first teaching, they may be removed from the SEN Register. The school will continue to monitor the pupils recently removed from the register to ensure good progress is maintained.

6.5 Parents/carers and pupil involvement in the SEND process

All staff at St Matthew's work towards building positive and supportive relationships with all parents/carers. If a child experiences difficulties at school, this will be discussed with parents either during Parent Consultation Evenings or during other formal or informal meetings as requested by the class teacher, SENCo or by the parents/carers.

If the school believes that a child may have Special Educational Needs, parents/carers will be fully involved in the identification process. This process may include:

- Discussing concerns and agreeing targets
- Informing parents/carers that their child will be placed on the SEN Register
- Gaining consent for referrals to external professionals
- Meetings to discuss the findings of external assessments
- Agreeing next steps and appropriate provision

If a child has an EHCP, parents will be invited to attend an Annual Review, where successes, outcomes and provision will be reviewed. Where appropriate, the child with an EHCP will also be invited to attend the Annual Review to share their views, to celebrate their achievements and to share their aspirations.

The Local Authority's local offer is published on the Internet and parents/carers without internet access should make an appointment with the Inclusion Manager for support to gain the information they require.

The web address is:

https://kr.afcinfo.org.uk/local_offer

Contact details for a support service for parents/carers of pupils with SEND are:

SENDIASS (Special Educational Needs and Disabilities Information and Advice Support Service):

<https://www.kids.org.uk/richmond-and-kingston-sendiass>

www.enhanceable.org

7.0 Pupils with medical conditions

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

For pupils with medical care needs we compile a Health Care Plan in conjunction with the family and school nurse. These plans clearly identify the individuals' needs and appropriate care. If the pupil requires medication, this is also recorded and administered by a member of staff who has received the appropriate training. All medication is kept securely and parents/careers are asked to ensure the medication is given with the prescription label. See Medical Conditions Policy.

At St. Matthew's we are aware that at different times pupils may require additional support due to circumstances outside of school. On these occasions we work with the family to identify ways in which we can support, whether that be after school sessions at a club or during a holiday, a homework club or access to external agencies.

If a pupil presents challenging behaviour we would work to implement supportive strategies to enable them to make positive choices and avoid exclusions. Behaviour support may be in the form of an individual behaviour plan and include break-time activities, small group intervention or the involvement of an external agency.

8. Admissions policy with regard to SEND

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEND but do not have an EHCP on the basis of the school's published admissions criteria as part of normal admissions procedures.
- must not refuse to admit a child who has SEND but does not have an EHCP because they do not feel able to cater for those needs.
- must not refuse to admit a child on the grounds that they do not have an EHCP. (DfE 'Special education needs and disability code of practice: 0 to 25 years.' January 2015)

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

(DfE 'Special education needs and disability code of practice: 0 to 25 years.' January 2015)

Where there is parental preference for a particular school, to enable the school to meet the needs of an individual pupil, changes can be made to the building (if practical and reasonable) including access to the curriculum through equipment and ICT.

9. Complaints procedures

Please refer to a separate Complaints Policy.

10. St Matthew's arrangements for supporting pupils with transition between phases of education

At St Matthew's we work closely with the educational settings used by the pupils before they transfer to us in order to seek information that will make the transfer as seamless as possible.

Wherever possible a member of staff visits the pupil's current setting, e.g. nursery, and speak with key staff who know the individuals best. Opportunities to visit St Matthew's prior to their start date are arranged with both settings and families. Where necessary, pupils are given a photo book which enables them to familiarise themselves with their new setting and key members of staff.

We also contribute information to pupil's onward destination by providing information to the next setting. We make arrangements for parents to meet with a member of staff from the new setting if necessary, make opportunities for a member of staff from the new setting to meet individuals within St. Matthew's and speak with key members of staff, organise pre-visits and develop photo books to familiarise themselves with their new setting and key members of staff.

11. Reporting to the school community

The school will publish information on our website about the implementation of the governing body's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.

12. Finance

Schools receive funding for SEND pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child or young person lives.

The Head Teacher has the final say in the use of the personal budget within the school.