



St Mary's CE Primary, Timbury

Last Updated January 2020

Policy Statement

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10)

In our school our Christian vision shapes all we do:

"Mary treasured up all these things and pondered them in her heart"

Like St Mary we are a warm, nurturing safe place for the children who attend our school.

We are an inclusive school that welcomes children of all faiths and none. We celebrate difference and diversity, and all individuals are valued.

We seek to inspire a lifelong love of learning, through nurturing all abilities, enabling every student to prosper and fulfil their potential.

We are at the heart of Timsbury village, serving local families, but we also reach out to collaborate with our partners in the wider educational community.

We are proud we share our patron saint with our parish church and we have an excellent relationship with our church.

This is a school that cares passionately about our environment, protecting God's creation, and all decisions we make are made with that in mind.

In addition we aim to promote positive well-being strategies for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

Scope

This policy was developed in consultation with parents and families and shared with key stakeholders reflecting the SEND Code of Practice 0-25 guidance. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy aims to:

- Promote a positive attitude towards SEND provision
- Increase understanding and awareness of SEND and promote school expertise
- Ensure the voice of the child is heard and their views are listened to
- Support parents in accessing support and working in effective partnerships
- Promote partnership working with all relevant agencies and settings
- Provide support to staff to ensure pupil's needs are appropriately met
- Ensure we are compliant with national legislation
- Ensure there is clarity about roles and responsibilities
- Provide the statutory SEN Report Information

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 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 set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report
- Academies, including free schools, if applicable, add/amend: This policy also complies with our funding agreement and articles of association.

What are 'Special Educational needs or Disability' (SEND)

At our school we use the definition for SEND from the SEND Code of Practice (2014) which states:

SEN: A child or young person 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010; that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Lead Members of Staff

Whilst all staff have a responsibility to meet the needs of pupils, staff with a specific, relevant remit include:

Head of School: Mark Cox

SENDCO: Claire Brewer

Thrive Practitioners: Janice Purnell and Pascale Beck

Roles and Responsibilities

The SENDCO will:

- Work with the Head of School and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have 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 who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and effectively manage the transition of records to new schools and from previous schools to ensure continuity for the child and their parents.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head of School and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Head of School will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEND Provision

Our school currently offers additional or different provision for a range of needs including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

SEND Information

The references below indicate the section of the statutory 'Special Educational Needs and Disability Regulations 2014, Regulation 51, SEN Information Report, Schedule 1'

The kinds of special educational needs for which provision is made at the school (Schedule 1:1)

Children and young people with SEND have different needs but the general presumption is that all with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the admission policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their response very carefully before a final decision is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (Personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

All records for a child with SEND will be passed on to the child's new school and will be requested from a previous school.

How does our school know if children need extra help? (Schedule 1: 2)

We know children need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Assessment / Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- A pupil asks for help.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need.

What should a parent do if it thinks their child may have special educational needs? (Schedule 1:2 and 4)

- If parents have concerns relating to their child's learning then they should initially discuss these with the child's teacher. This then may result in a referral to the school Special Educational Needs & Disabilities Coordinator (SENDCo).
- Parents may also contact the SENDCo or the Head of School directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND? (Schedule 1:2, 3, 6, 9 and 10)

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- A one page profile / IEP (Individual Education Plan) will be created to support children at SEN support level
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 - Classroom observation by the senior leadership team, the SENDCo, external verifiers
 - Ongoing assessments of progress made by pupils with SEND
 - Work sampling and scrutiny of planning to ensure effecting matching of work to pupils need
 - Teacher meetings with the SENDCo and SEND team to provide advice and guidance on meeting with needs of pupils with SEND
 - Pupil and parent feedback on the quality and effectiveness of interventions provided

- Attendance and behaviour records
- All pupils have individual targets set inline with national outcomes to ensure ambition. Parents are informed of these through meetings and reports.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels or progress are identified very quickly. These pupils are then discussed in regular progress meetings that take place between the class teacher and a member of the Senior Leadership Team and if appropriate, the pupil too.
- Additional action to increase the rate of progress will be then identified and recorded, that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve progress.
- Action relating to SEND support will follow an asses, plan and do and review model:

Assess: Data on the pupil held by the school will be collated in order to make an accurate assessment of the pupil's needs. Parents will always be invited to contribute to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENDCo.

Do: SEND support will be recorded on a plan that will identify a clear set of expectations, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies after parental permission has been obtained and may include referral to:
 - Specialists in other schools, e.g. teaching schools, special schools
 - Special Educational Needs 0-25 Team
 - MASH
 - Communication and Interaction Team
 - Hearing Impairment team
 - Visual Impairment team
 - Educational Psychologist Service
 - Educational Welfare Officers
 - Health professionals
 - Social Services
 - School Nurse
 - Child & Adolescent Mental Health Service

- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How will the curriculum be matched to each child's needs? (Schedule 1:3)

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialist equipment or resources such as ICT and/or additional adult help.

How will parents know how their child is doing? (Schedule 1: 7)

- Attainments towards the identified outcomes will be shared with parents at Parents Evenings and also through the normal school reporting system.
- Parents and school staff may also make use of a home-school book to communicate with one another on a more regular basis, and telephone or email conversations may take place.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, SENDCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.
- They can be contacted by telephoning or by emailing the school office.

How will parents be helped to support their child's learning? (Schedule 1: 7)

- Please look at the school website. It includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised by letter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

What support will there be for children's overall well-being? (Schedule 1: 3)

The school offers a wide variety of pastoral support for pupils. These include:

- A Personal, Social, Health and Emotional (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Our Mental health and Well-Being policy outlines further provision for pupils on a whole school, group and individual level.
- Small group interventions to support pupil's well-being are delivered to target pupils and groups. These are identified on the provision maps and aim to support improved interaction skills, emotional resilience and well-being.

Support for pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse, parents and if appropriate, the pupils themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting Pupils at School with Medical Conditions (DfE) 2014.

What training do the staff supporting children and young people with SEND undertake?

School staff receive a range of training each year including, whole school SEND awareness training, communication and interaction training, small group workshops on the four areas of need and individual lunchtime workshops for staff involved with individual children.

How will a child be included in activities outside the classroom including school trips? (Schedule 1: 3)

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that, where possible, no child with SEND is excluded from any school provided activity.

How accessible is the school environments? (Schedule 1: 3)

Our Accessibility Plan (statutory requirement) is available on our school website.

- All areas of the school are accessible, using portable ramps
- Disabled parking is available at the front of the school
- There is one disabled toilet within the school
- There is a chair lift to access the upstairs classroom

How will the school support a child when joining or transferring to a new school? (Schedule 1:12)

A number of strategies are in place to enable effective pupils' transition. These include:

- For pupils with SEND the annual review for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding school choice.
- The SENDCo and/or Assistant SENDCo will visit all major feeder settings to collect relevant data and information about the pupils and meet Early Years / School SENDCos. This information may be collected from smaller settings by telephone.
- A planned transition programme is delivered in the summer term to support transfer for pupils starting school in September. The transition programme provides a number of opportunities for pupils and parents to meet staff in the new school and there is an induction programme in September. These opportunities are further enhanced for pupils with SEND, including the opportunity for additional visits to the school. Mid-year entry will also include a transition programme.
- The SENDCo or Assistant SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be prepared prior to entry.
- The previous school records, including SEND records will be requested.
- The records of pupils who leave the school mid-phase will be transferred within ten working days of the parents notifying their child has been enrolled at another school.

How are school resources allocated and matched to children's special educational needs?
(Schedule 1: 6)

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority, adopted or whose parents are in the Armed Services.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

How is the decision made about how much support each child will receive? (Schedule 1:7)

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided with the taken by the SENDCo and Assistant SENDCo.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review meeting.

How will parents be involved in discussions about and planning for their child's education?
(Schedule 1:7)

This will be through:

- discussions with the Class Teacher, SENDCo or Senior Leadership Team member
- during parents evenings
- meetings with support and external agencies

Who can parents contact for further information or if they have any concerns? (Schedule 1:9)

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- The Class teacher
- The SENDCo
- The Head of School

For complaints, please follow the school's Complaints procedure. The School Governor with responsibility for SEND is Mrs Emma Sage. They can be contacted by telephoning the school office who will get a message to them or by emailing the school office to request that the SEND governor contacts them.

Support services for parents of pupils with Sen include: (Schedule 1:8)

- Our local authority offer legally based and easily accessible impartial and confidential information and advice about special educational needs and disabilities (SEND)
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located at <https://www.ipsea.org.uk/mediation>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available at <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Policy Review

This policy will be reviewed every year. It is next due for review in January 2021

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Claire Brewer via phone 01761 470245 or email schooloffice@st-marystimsbury.bathnes.sch.uk

This policy will always be immediately updated to reflect personnel changes.

Other relevant documents:

School Vision and Values

School Accessibility Plan

School Policy - Safeguarding Policy

School Policy - Mental health and Well-Being Policy

School Policy - Behaviour Policy

School Policy – SEND Local Offer

Curriculum School Policies

DfE – Special Educational Needs and Disability Code of practice: 0 to 25 years – Statutory Guidance

DfE – Schools: Guide to the 0 to25 SEND Code of Practice