




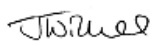
'Dream, Believe, Achieve!'

'With God, all things are possible.' Matthew 19:26

'To tend the flock of God that is in your charge,
exercising the oversight, not under compulsion but willingly,
as God would have you do it.'

1 Peter 5:2

SEND POLICY

Policy Date:	January 2025
Policy Review Date:	January 2026
Signature of Headteacher:	
Ratified by Governors-Date:	January 2025
Signature of Chair:	

This SEND policy reflects the principles of the 2014 Code of Practice. According to the code of practice SEND is defined as: *a child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provisions to be made for him or her*.

SECTION A – SPECIAL EDUCATIONAL NEEDS PROVISION AT ST. MARY'S PRIMARY SCHOOL

We have high expectations for **all** our learners and we aim to provide every child with equal opportunities to access a broad and balanced education in accordance with our Mission statement of Dream, Believe, Achieve.

Objectives:

- To welcome pupils with SEND and meet their needs in a positive manner so they achieve their best.
- To identify and assess children with SEND by gathering information from parents, teachers and other agencies.
- To provide an inclusive education for all pupils with SEND and remove barriers to learning by providing quality first teaching which is scaffolded for individual pupils.
- To identify and address pupils' needs through the graduated approach of **assess, plan, do, and review**; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- To include the child in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEND.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the Equality Act 2010.
- To ensure that support agencies are used effectively within financial constraints
- To ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

1. We aim to meet these objectives through:

- Quality First Teaching - ensuring that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children.
- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Ensuring clubs, trips and activities offered to children are available to children with special educational needs. For some pupils 'reasonable adjustments' may need to be made.
- Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Years Foundation Stage Profile, National Literacy and Numeracy descriptors, National Curriculum levels and standardised screening as well as discussions with parents and information gathered from outside agencies.
- Termly planning and reviewing of needs for all pupils with SEND, involving both parents and pupils as much as possible, including the monitoring of provision and progress of pupils with Education Health Care Plans (EHCP)
- Ensuring that advice from outside agencies is sought and incorporated into classroom practise.
- Focussing on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts.
- Ensuring that we have high expectations of pupils and set suitable and challenging targets.
- Supporting social, emotional and mental health through the provision of nurture groups and social skill groups. Holding regular SEND forums to provide support and information to parents/carers and listen to parents'/carers concerns.

SECTION B: ARRANGEMENTS FOR FULL ACCESS TO A BROAD AND BALANCED CURRICULUM

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice 2014)

- All children are entitled to full and equitable access to the National Curriculum and quality first teaching.
- All efforts are made to overcome individual pupils' barriers to learning.
- All classrooms have well planned activities with clear learning intentions, scaffolded to enable all pupils to make progress.
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task.
- A range of teaching styles are used including auditory, visual and kinaesthetic.
- The successes and achievements of all pupils are celebrated through the school's reward system.
- A range of different organisational settings are planned to provide class, group, paired and individual work.
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

SECTION C: – IDENTIFICATION, ASSESSMENT AND RESPONSE.

1. Identifying needs

The SEN Code of Practice (2014) describes adequate progress as:

- *Is similar to that of children of the same age who had the same starting point*
- *Matches or improves on the pupil's previous rate of progress*
- *Which allows the attainment gap to close between the pupil and children of the same age*

We aim to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessment. The assessment process includes the child's learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations.

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice September 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Many children will have inter-related needs; these broad categories give an overview of the range of needs, but we consider the needs of the whole child which will include not just the special needs.

2. Assessing needs

There are whole class formal assessments every term and individual assessments if requested by the class teacher.

Each term following formal assessments, tracking progress meetings are held to review the progress of every child in the school. This would highlight whether a child is not making adequate progress compared to peers and further assessments would then be carried out.

Parents are consulted at Parents Evenings to gain their insight into their child's progress. If after consultation with parents, it is decided that a child has underlying needs then he/she will be put on the SEND register and strategies identified to address these needs.

3. Graduated Response

High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2014.)

The graduated response is a four-part cycle of assessment, planning, doing and reviewing which is recorded in the class SEND folder and an individual's learning plan. This process will happen termly in line with the assessment and monitoring policy.

Assess

The teacher identifies pupils with learning needs in the class; this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree longer term learning objectives and hopes for outcomes. Adjustments, interventions and support required will be recorded on the child's Individual Learning Plan with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupils' response to the support can help identify their particular need.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice can be sought from outside specialists at any point; to advise on early identification of SEND, where little or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

The majority of children and young people with SEND will have their needs met within the school – effectively at 'school level'.

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional intervention and their needs can be met within the school's SEND budget. We will continue to identify the child as having special educational needs which is recorded on the SEND register.

If the child is able to maintain good progress **without** the additional and different resources, he or she will not be identified with special educational needs and be removed from the SEND register.

However, the special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources here at St. Mary's. Where this is the case, we will gather all the information in the format required by the LA to request an assessment of education, health and care needs.

Referral for an Education, Health and Care Plan

If a child has significant long-term difficulties, he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals.

SECTION D; MANAGING PUPILS ON THE SEND REGISTER.

1. Named Staff.

Mrs R. Ayres: Headteacher

Mrs A. Nethercot: SENDCo is responsible for the day-to-day provision of education for all pupils with SEND.

Mrs E. Stock is the SEND Governor, who liaises with the Headteacher and SENDCo and reports directly to the Governing Body.

2. Arrangements and responsibilities for coordinating and monitoring the graduated response – The Class Teacher.

The Class Teacher is responsible for:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENDCo.
- Planning and delivering scaffolded interventions for all pupils with identified SEND. These should be additional to those provided as part of the school's usual scaffolded curriculum.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.
- Informing parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
- Monitoring of progress and target setting to track progress towards planned outcomes, through the use of formative and summative assessment.
- Completing SEND documentation and liaising with the SENDCo, parents and pupils.
- Collaborating with the SENDCo to match classroom provision to the specific needs of the pupil.
- As part of the graduated approach to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning with learning support assistants and teaching assistants to ensure quality provision for pupils with SEND focussed on outcomes.
- Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.

Learning Support Assistants (LSA) and Teaching Assistants (TA)

They are responsible for the following: -

- collecting evidence of progress through observations both formal and informal.
- alerting the class teacher to concerns which have been observed through close working with the pupils.
- tracking progress towards outcomes set by a class teacher for specific SEND pupils.
- providing effective feedback to the teacher on interventions.
- Collaborating with the SENDCo to match classroom provision to the specific needs of the pupil.
- Contributing to progress reviews or annual reviews.

The SENDCo

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school SEND register.
- Identify through provision mapping those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care Plans.
- Co-ordinating provision for children with special educational needs
- Liaising with, and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify barriers to learning.
- Managing and supporting other classroom staff working with vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with and advising all staff on the graduated approach.
- Liaising with parents of children with SEND, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in identifying key needs and outcomes.
- Termly review of progress against expected outcomes ensuring learning objectives are revised and reviewed.
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an Education Health Care Plan.
- Carrying out referral procedures to Leicestershire Local Authority to request High Needs funding Education/ Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant long-term support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEND or vulnerable learners.
- Working with Early Years staff to ensure successful transition into school or from other EYs settings for children with identified SEND or disability.
- Ensuring interventions for SEND pupils are effective and evidence based.
- Evaluating regularly the impact and effectiveness of additional interventions for SEND pupils.
- Arranging specific SEND resources.
- Key point of contact with external agencies especially the LA.
- Liaising closely with a range of outside agencies to support SEND/vulnerable learners in consultation with parents.
- Attending LEA SENDCo network meetings and training as appropriate.
- Liaising with the school's SEND Governor, Mrs Elaine Stock, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Working as part of the Senior Leadership team to ensure SEND information is shared with staff and SEND is included in the school development plan.
- Reviewing the SEND policy annually and ensuring up to date information is on the website.

Members of the Senior Management Team

- Allocating and monitoring appropriate resources for SEND from the delegated budget and statement funding together with the SENDCo.
- Ensuring the effective use of the Code of Practice especially through professional development and appropriate time allocations.
- To ensure that staff are delivering high quality teaching, scaffolded for individual pupils, through the teacher appraisal process using the teaching standards.
- Monitoring teachers' planning and pupil achievement each term and ensuring action points are followed through.
- Reporting to Governors on COP procedures and SEND resourcing and Disability Equality Duty Scheme.

The Governing Body is responsible for:

- Ensuring that the best possible provision is made for all pupils with SEND.
- Monitoring the quality of SEND Provision.
- Ensuring information about the implementation of the policy for SEND is published on the school website and this is updated annually.
- Ensuring the integration of pupils with SEND in the school community.
- Ensuring that the budget for SEND is allocated appropriately.
- Electing a designated SEND Governor to liaise with the SENDCo.
- Defending the school should a complaint be brought to the SEND and Disabilities Tribunal.

3. ADMISSION ARRANGEMENTS

Pupils identified with low level SEND have the same rights of admission as all other prospective pupils.

Pupils with Education Health Care Plans are admitted following LEA policy and ensuring that the school can meet their needs under the new Code of Practice.

4. Transitions

Early Years staff make contact with other Early Year providers in the term before the child enters reception. Parental meetings are made for exchange of information. Additional visits are made for children with identified SEND.

Transition between year groups is managed carefully with preparation taking place as soon as possible.

Transition meetings are held with the secondary schools to which pupils transfer in September each year. We will endeavour to arrange additional visits for children with identified SEND.

SECTION D: SUPPORTING PUPILS AND FAMILIES.

1. Contacts and meetings

At St Mary's working as a partnership is recognised as an essential element in the successful education of all pupils, in particular for those pupils with special needs; therefore, we maintain an open door policy.

There are regular parents' evenings to review progress documented on Individual Learning Plans. Pupils and parents are both involved in the target setting and review process. When setting outcomes and progress areas where parents/carers can support this process will be identified on the Individual document.

Day to day contact with parents is via telephone message or email.

Written reports are issued at the end of each academic year in July.

For children with Education Health Care Plans, the annual review is held around the date of issue and a representative from the LEA SEND Team is invited to attend. Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year. Following consultation parents may be invited to meetings with professional specialists in school or as a result of a referral in a clinic setting.

2. Support and advice.

The school recommends the service of Leicestershire Special Educational Needs and Disabilities Information, Advice, and Support Services - A confidential and impartial service which supports parents/carers and children/young people on special educational needs or disabilities (SEND), to ensure they have access to information, advice and guidance on SEND, allowing them to make informed decisions about education.

Telephone: 0116 305 5614

Email: sendiass@leics.gov.uk

3. Parent and pupil views.

In the four part cycle of assess- plan – do – review, parents will have an opportunity to be part of the planning process for both short and long term outcomes.

For formal annual/ interim reviews pupils contribute their voice in a style and format most suited to their age and aptitude.

When applying for an EHC plan, part of the formal application is for families to outline their short and long term aspirations for their child. The SENDCo will discuss this process with them before an application is completed and support can be arranged if required.

The SEND team collect samples of SEND children's opinions through 1:1 meetings. All the children are given opportunities to express their opinions for their annual reviews and throughout the year.

4. Dealing with Complaints around SEND.

Please look on the school web site 'Complaints policy' for further details.

Parent/carer complaints are dealt with at the school in the following ways:

- Discussed informally with the Class Teacher.
- Referred to the SENDCo.
- Referred to the Headteacher.
- In writing to the Governing Body, following which a written reply will be given.
- The parents may contact the LEA who will then contact the school.
- The parents may go to SEN/Disability Tribunal. Support for this is available from

Independent Parent Special Education Advice <http://www.ipsea.org.uk/>

At any stage in the complaint process parents may request the advice of SENDIASS (see above for contact details.)

SECTION E: SUPPORTING PUPILS WITH MEDICAL CONDITIONS OR A DISABILITY.

St Mary's recognises that children with medical conditions should be properly supported so 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 St Mary's will comply with its duties under the Equality Act 2010.

SECTION F: TRAINING AND RESOURCES 1. Funding and how it is used

Funding for SEND is received from the following sources:

- SEND Formula Funding
- Payment for pupils on the SEND Register
- EHCP money according to LEA's banding system
- Pupil Premium (if eligible)
- Additional money allocated from the school budget

Funding is used to provide: SENDCo time, School Family Support Worker, SEND Teacher, Teaching Assistants who support pupils in class and in small groups, Learning Support Assistants for pupils with EHC plans, training from agencies both within and outside of Leicestershire. Also appropriate books, computer programmes and recommended equipment are purchased, as well as services from Maple Therapy and the Educational Psychology Service

2. In-service Training for staff in relation to SEND.

There is regular staff training to inform and update staff about different aspects of SEND

The SENDCo attends network meetings and workshops every term and new information is disseminated to staff.

Links with Support Services for SEND and disabilities.

Parental consent is always sought before the school requests involvement of any outside agency such as:

- Educational Psychology Team:
- Sensory Team (Visual and Hearing)
- Speech and language
- Additional services may be bought in as agreed at ILP progress meetings as part of the graduated approach.

The school also works closely with NHS Services, the Occupational Therapy Service, LEA Looked After Children services, the Educational Welfare Officer, Family support service, Early Years support advisors, Social Services, Young Carers service, private educational psychologists, and therapists.

5. Evaluation of SEND by the Governing Body.

The Headteacher and SENDCo keep the Governing Body informed about SEND matters .

SEND appears as an item on the agenda at Governing Body meetings at least once per year and at the Finance Sub Committee. Governors have been involved in training for SEND and there is a named Governor responsible for SEND.

The SENDCo and SEND Governor have regular meetings.

Reviewing the Policy

This policy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and placed on the school web site.