St Mary's C of E (Aided) Primary School, Pulborough

A Christ-centred school with a child-centred curriculum

SPECIAL EDUCATIONAL NEEDS, INCLUSION & DISABILITY(SEND) POLICY

This policy was adopted in: September 2017

The policy will next be reviewed in: September 2018

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SECTION 1:

Overview:

St Mary's C of E (Aided) Primary School is an inclusive school. All children may have special needs at some time and therefore a wide range of strategies must be used to meet these needs as they arise. This policy will ensure that the school meets the needs of pupils identified as having a Special Educational Need or Disability (SEND). It will ensure that pupils with SEND or disability are not discriminated against. This policy outlines why, when and how additional provision will be made for these pupils. The policy describes systems in place for monitoring and reporting on the progress of pupils who have been identified with SEND. All school policies are interlinked and should be read and informed by all other policies. In particular the SEND policy is linked to Behaviour, Anti-bullying, Medical, Safeguarding and Curriculum policies.

St Mary's Primary School is part of The Weald Locality, a group of 11 Primary Schools who work together to improve outcomes for children, including those with SEND. The

Inclusion Manager attends Locality Meetings twice termly to further develop expertise, skills and knowledge with regard to SEND. St Mary's Primary School has produced a Local Offer on our website which answers questions and describes provision for pupils with SEND in our school. A Local Offer has been produced by West Sussex Local Authority describing the provision available within the County.

INCLUSION MANAGER

Enquiries about an individual child's progress should be addressed in the first instance to the child's teacher. The school has an 'Open Door' policy and teachers are available to meet with parents to discuss concerns. Other enquiries can be addressed to Mrs Samantha Copus (Inclusion Manager).

Mrs Copus is an experienced teacher and the Deputy Head and holds a BEd (Hons), PGCE and MPQH. She has been at St Mary's School for 11 years. Mrs Copus is a member of the Senior Leadership Team and works closely with other curriculum co-ordinators in school. Mrs Copus, in conjunction with Governors and the Headteacher, oversees SEND provision and resourcing in school, including SEND teaching assistant allocation.
Please make an appointment, or make a request, at the School Office to meet with Mrs Copus.

Headlines from the 2014 Code of Practice:

- No more Statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care Plans (EHC) which can be used to support children from birth to 25 years.
- School Action and School Action Plus have been replaced with one school-based category of need known as 'Special Education Needs & Disability Support' (SENDS). All children are closely monitored and their progress tracked each term. Those children at SENDS also have their progress tracked by the Inclusion Manager.
- There are four broad categories of need:
    1. communication and interaction
    2. cognition and learning
    3. social, emotional and mental health
    4. physical and sensory

We have children in three categories of SEND.

- School is working even more closely with parents and children to ensure that the child's own views, and parent's experience of their child, are taken into account in

meeting individual needs. Parents are invited by letter to be involved at every stage of planning and reviewing SEND provision for their child.

- All children benefit from 'Quality First Teaching'. This means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition we implement some focused interventions to target particular skills.
- We have high expectations of all of our children. Children on our SEND list make progress which usually compares well with the progress made by other children.

Defining SEND:

The 2014 SEND Code of Practice (COP) says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (SEN COP Introduction xiii and xiv)

SECTION 2

Objectives:

- to identify, at the earliest opportunity, any barriers to learning and enable participation for pupils with SEND.
- to ensure all staff are aware of the principles of the SEND COP and the procedures for identifying, assessing, monitoring and reviewing the needs of pupils on the SEND list.
- to ensure that every child experiences a differentiated curriculum, success in their learning and achieves to the highest possible standard.
- to provide intervention programmes which meet individual needs and provide both challenge and success.
- to involve pupils in planning and reviewing their learning experiences.
- to empower children to become independent learners and communicators.
- to encourage the contribution of all children according to the Christian values of the school.
- to work in partnership with parents, involving them in planning and reviewing their child's additional support in school.
- to provide a secure, safe and caring environment for all pupils in school, including those with a SEND.

- to work with the governing body to enable them to fulfil their statutory monitoring role with regard to the Policy for SEND.
- to work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Approximately 10-15 % of the children currently at St Mary's are placed at SENDS (SEND Support) or have existing Statements / EHC plans (Education, Health and Care Plans). This means that all teachers expect to have children with SEND in their classes.
Types of SEND which we currently have in school (November 2017) include children with an existing diagnosis, as well as those with learning profiles consistent with a diagnosis of:

- Communication and interaction: autistic spectrum and language difficulties
- Cognition and learning: dyslexia, dyscalculia, learning difficulties, global delay.
- Social, emotional and mental health: ADHD, emotional difficulties.
- Physical and sensory: visual and hearing impairment.

Identifying Children at SENDS (SEND Support):

Children at SENDS are usually identified by one of the following routes which are part of the overall approach to monitoring the progress of all pupils:

- The progress of every child is monitored termly by their class teacher. Where children are not making progress in spite of 'Quality First Teaching' they are discussed with the Inclusion Manager at a termly 'Progress Meeting' and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If the class teacher observes that a child, as recommended in the 2014 Code of Practice, is making less than expected progress, given their age and particular circumstances, they will seek to identify a cause. This can be characterised by progress which:

  i. is significantly slower than that of their peers from the same baseline.
  ii. fails to match or better the child's previous rate of progress.
  iii. fails to close the attainment gap between the child and their peers.

- Parents sometimes ask school to look more closely at their child's learning. We take all parent requests seriously and investigate them all. Frequently the concern can be addressed by 'Quality First Teaching' and / or some parent support. Otherwise the teacher and Inclusion Manager will work with parents and pupils to review the

situation and take further action which might include placing the pupil on the SEND List.

- Progress reviews will also result in a child being removed from SENDS. Parents will be consulted and class teachers will continue to closely monitor their progress.

The Inclusion Manager and/ or class teacher may undertake pupil assessments which will add to and inform the teacher's understanding of a pupil's strengths and areas of need. The Inclusion Manager, working closely with parents, is able to seek outside agency advice where this is an appropriate course of action.

Although the school can identify special educational needs and make provision to meet those needs, we are unable to make diagnoses. Parents are advised to seek medical advice with reference to conditions as ADHD and Autism. The school can offer support, advice and 'signposting' to parents who have concerns relating to their child's medical needs.

WORKING WITH PARENTS & PUPILS:

We aim to have positive, informative relationships with all of our parents. The school is proud of the 'Open Door' policy we maintain at St Mary's School, being available to meet with parents as soon as any concern arises. If a child is experiencing difficulties, parents will be informed either at termly parents' meetings or during informal meetings to discuss the child's progress. A parent will always be informed, by the class teacher or Inclusion Manager, if a child has been identified as having an additional SEND and requires some support in their learning.

Once a child has been identified as having a SEND, the class teacher and Inclusion Manager will invite parents to school to:

- Let them know that that their child is being placed at SENDS.
- Discuss any assessments, strengths and difficulties relating to their child.
- Share and contribute to an Individual Learning Plan (ILP) for the next term.
- Share an Individual Provision Map detailing provision and support in school.

This is part of the graduated approach and cycle of 'Assess, Plan, Do, Review' required in the Code of Practice 2014.

Pupils' opinions are sought and recorded as part of the ILP process. Records are kept of these meetings and are available to parents. Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the Spring Term the Inclusion Manager will write a review of progress and provision for all pupils on the SEND List. This will accompany the pupil's Annual School Report.

Systems for Monitoring Children at SEND Support (SENDS):

Once a child has been identified as needing SENDS, the following systems for monitoring support are put in place.

- A one page 'Individual Pupil Profile' or, depending on need, a lengthier 'Pupil Passport', will be completed with pupil and class teacher. This will be shared with parents during parent liaison meetings described above. This document will include their strengths, interests, what they enjoy about school, what they find challenging and what helps them to achieve.
- An Individual Learning Plan (ILP) is produced, as described above, for each child on SENS. The plan records specific and challenging outcomes or targets for the child to achieve in a term. Personalised provision is recorded on this plan and may be in small group work and/or with support to access a differentiated curriculum. The day-to-day implementation of this plan is the responsibility of the class teacher who will work closely with support staff to record progress towards targets and outcomes during the term. Longer term targets will be broken down into smaller steps. The ILP is reviewed termly and parents and pupils are invited to be part of this process. After the initial ILP has been discussed with parents they are invited by letter to come into school to be part of the consultation and review process at the start and end of each term. There is also an opportunity to discuss your child's ILP at termly parents' evenings.
- A Provision Map, detailing provision in school, is provided for parents each term.
- The Inclusion Manager meets half termly with class teachers and their support staff to discuss the ILP in place in each class.
- If an outside agency, e.g. educational psychologist, speech and language therapist, is involved with a pupil, the Inclusion Manager will always involve parents in the process. The Inclusion Manager will ensure reports or assessments are copied to parents and teachers. Advice and suggestions from outside agency advice is incorporated as outcomes or targets on the pupil's ILP.
- The school record keeping system (SIMS) is used for maintaining all SEND records and parents may request copies of information / reports.

Moving to EHCP (Education, Health and Care Plan):

If children fail to make progress over time, in spite of high quality, targeted support at SENDS, we may apply for the child to be assessed for an EHC plan. Generally we apply for an EHC Plan if:

- The child is Looked After and therefore may be additionally vulnerable.
- The child has a disability which is lifelong and which means that they will always need support to learn effectively.

- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children who, with support, will achieve well in mainstream school are less often assessed for EHC Plans. A child having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean that the child requires an EHC.
If the application for an EHC Plan is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, hopes, aspirations and barriers to their learning. Following the meeting the LA will produce the EHC plan which will record the decisions made at the meeting.

SECTION 3

SENDS – Teaching, Learning and the Curriculum:

- We believe that all children learn best when they are included with the rest of their class. Our aim is for all children to be working independently in class, reaching their full potential.
- All children, including those with children with SEND, are taught by their teacher as well as being supported by teaching assistants.
- Teachers aim to spend time each day working, in a group, with all children with SEND.
- When allocating additional teaching assistant support to children the focus is on outcomes. We aim to allocate sufficient adult assistance to enable each child to reach challenging targets without developing a learned dependence on adult support.
- Targets for children at SENDS are set to be challenging in an attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps and are therefore used as a strategy in class. The intervention is monitored by the class teacher and pupil progress towards set objectives is kept under review. The Inclusion Manager, working alongside the class teacher, monitors overall progress following completion of the intervention.
- The school has a range of interventions which are identified on the pupil's ILP and/or Provision Map. When considering an intervention we look at the child's learning need in order that we can match the intervention to the child. Interventions are planned in blocks of up to 10 weeks. Progress made in these interventions is recorded and assessed. A decision is made as to whether to continue, change or cease the intervention according to the child's progress against targets set.

The Learning Environment:

- St Mary's CE Primary School is a 'disability friendly' school. The school building is on one level, corridors in the new part of the building are wide and we have two easy access toilets. The school also has a hygiene room. We generally find that no additional adaptations to the building are necessary for children or stakeholders with disabilities.
- Other adaptions to the physical environment will be made, as appropriate, to children with other sensory disabilities.
- All our classrooms are inclusion friendly: we aim to teach in a way that will support children with tendencies towards conditions such as dyslexia, dyspraxia, ADHD, ASD.

Our school currently holds the following externally validated awards:

- Inclusion Quality Mark
- Dyslexia Friendly School Award
- Autism Aware Award

CURRICULUM

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be made more accessible. This accessibility is made possible by skilled support and effective use of scaffolding, as well as provision of visual, auditory, tactile and concrete resources.

Access to Extra-Curricular Activities:

All of our children have equal access to lunchtime clubs, after school clubs and support activities which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaption to meet the physical and learning needs of our children. Class educational visits and residential visits are part of our curriculum and we aim for all children to be included in all of them. No child is excluded from an educational visit or residential visit because of SEN, disability or medical needs.

Staff Training and SEND Expertise:

All of our teachers are trained in school to work with children with SEND. Some have more experience than others in this area. All teachers have access to advice, information, resources and training to enable them to teach all children effectively. We incorporate SEND training into our whole school staff training programme. This will include training from outside agencies, such as the speech and language therapy service, as well as training from within school resources and self-help opportunities.

Teaching assistants also have access to ‘in-house’ training as well as opportunities to attend training provided by external agencies.

The Inclusion Manager offers training and advice in school as well as sharing resources and disseminating information relating to SEND issues.

The school is able to access expert advice and support from the Local Authority (e.g. Educational Psychologist, Learning Support Service and Sensory Support Service). The school can access support and advice from Speech Therapy Service and School Nurses for medical advice and expertise. School can also opt to buy-in additional training and/or advice from a variety of independent sources.

Children with Social, Emotional and Mental Health Needs:

A behaviour difficulty is not classified as a SEND. If a child shows consistent, unwanted behaviours, the class teacher will assess the child’s needs. This will involve working with the family to explore any circumstances, or history of experiences, which may impact on a child’s behaviour. If the child’s behaviour is felt to be a response to trauma or to home-based experiences we will work with the family to explore options for support. This may involve working with the family and other outside agencies such as social care, Child and Adolescent Mental Health Service (CAMHS), Child Development Centre (CDC) or medical professionals.

If parents and school are concerned that the child may have mental health needs, the school would ‘signpost’ parents to their GP or the School Nurse for a possible referral to an appropriate health professional.

If the child is felt to have long term emotional or mental health needs – for example with anxiety or anger management – the school offers a range of interventions to develop social skills or emotional resilience. The school has two Learning Mentors who provide this type of support, developing trusting relationships with specific children. The school also offers play therapy to a small number of children.

All children’s behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying (especially towards children with SEND.) We will actively investigate all allegations and, if there is cause, work with parents, the bully and the victim to improve social skills and resolve any bullying. Pupils with SEND are supported to access systems in place, e.g. bullying cards / worry box, to address bullying concerns as soon as possible.

Transition Arrangements:

- Transition into school:

  We acknowledge that children and parents sometimes find transition into a new school or a new class quite challenging and this is particularly challenging for parents of pupils with SEND. This process can also be difficult for the children themselves.

  The School support includes:

  1. Prior to entry to school - meeting for new parents attended by class teachers, support staff, Inclusion Manager.
  2. Meetings with Inclusion Manager / class teacher and parent as required.
  3. Inclusion Manager and class teachers visiting pre-school settings.
  4. Inclusion Manager liaising with outside agencies.
  5. Additional visits to school as required for parents and pupil.
  6. Transition information booklet compiled by Y2 pupils for YR.

- Transition within school:

  1. Additional visits to new classroom.
  2. Transition booklet with photographs of new class / key people.
  3. Pupil Passports and Individual Profiles to pass from class to class.

- Transition within secondary phase:

  1. Annual Review Meetings (existing Statements and EHCPs) for Year 6 pupils are held in the Spring or Summer Term of Y5. Secondary school staff are invited to attend.
  2. A programme of additional visits to secondary school for vulnerable pupils. Support groups with Learning Mentors. Booklets to support transition.

Governors:

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of the children with SEND following the Code of Practice 2014.

The Governor with particular responsibility for SEND is Mrs Victoria Russell. She meets the Inclusion Manager at least termly to discuss actions and provision in school relating to SEND.

The governors produce a statutory SEND Information Report which is on the School website.

Complaints:

The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

WEST SUSSEX AUTHORITY LOCAL OFFER

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. This Local Offer can be found at https://westsussex.local-offer.org/ or on the school website.

EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all in all aspects of school, regardless of race, faith, gender or capability. We promote self and mutual respect and a caring non-judgmental attitude throughout the school. The school website has our Disability Equality Scheme/Accessibility Plan (DES/AP).

REVIEW FRAMEWORK

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

APPENDIX 1

SCHOOL-BASED STAGES: MONITORING

