



# Special Educational Needs & Disability Policy

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# Special Educational Needs and Disability (SEND) Policy

## Vision Statement and Aims

St. Margaret's CE Primary School is a special place full of learning, laughter and friendship and where all children are happy, feel safe and are valued. This is in line with our School vision which states: 'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Matthew ch. 5, v.16

At St. Margaret's CE Primary School, we provide the best possible inclusive primary education in a stimulating and creative environment. The school develops a love of learning inspired by high-quality teaching, developing and building upon individual strengths and talents. We aspire that all children in our school reach age-related expectations as a minimum and ensure that the barriers to learning are removed so that every pupil reaches his or her full potential.

St. Margaret's CE Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEN are valued, respected and equal members of the school.

We have a positive partnership between pupils, home, school and the wider community. The school values and has a strong relationship with its community. The children in our care develop into individuals who will lead happy and rewarding lives.

## Definition of Special Educational Needs

The SEN Code of Practice (2015) states:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if 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 or mainstream post-16 institutions*

*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.*

## **Equality of Opportunity**

Inclusion is a complex concept and a way of thinking that embraces a wide range of beliefs and values about the importance of every individual and every role within an organisation.

St. Margaret's is committed to an inclusive ethos and always aims to develop policies and practices within an inclusive framework.

Irrespective of definitions of inclusion, inclusive principles are well understood and are applicable to every aspect of school life for every person.

Inclusion at St. Margaret's means that:

- Every member of the school community is considered of equal importance and value and treated accordingly
- Every member of the school community should expect to be treated with courtesy and respect irrespective of differences and should expect to behave this way to all other members of the community
- Every member of the school community should be fully included in every aspect of school life unless, exceptionally, this is contrary to their best interests
- Where full or meaningful inclusion is hard to achieve, creative solutions should be sought to overcome obstacles
- Everyone is actively encouraged to reflect on issues of inclusion so that inclusive practice becomes automatic and embedded.

## **Aims**

The community at St. Margaret's CE Primary School aims to provide:

- ◆ an exciting and stimulating environment which promotes positive learning experiences for all;
- ◆ an environment where pupils feel safe and secure in their belief to take risks and to challenge their own learning;
- ◆ an environment where all children are valued;
- ◆ early identification of the needs of pupils with SEND that are catered for, assessed and regularly reviewed;
- ◆ an inclusive curriculum where achievement is maximized and barriers to learning removed;
- ◆ a positive learning culture where achievements in all areas are recognised and celebrated with pupils feeling proud of their own success;

- ◆ to provide opportunities for parental involvement of SEND support and to ensure the involvement of SEND pupils, where possible, in decisions affecting their provision

## Objectives

At St Margaret's CE Primary School we will ensure:

- ◆ that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND;
- ◆ that the identification of pupils with Special Educational Needs and Disabilities is made as early as possible and ensure that their needs are met;
- ◆ careful monitoring and tracking of all pupils;
- ◆ that Staff work within the guidance provided in the SEND Code of practice, 2014;
- ◆ the appointment of a qualified Special Educational Needs Co-ordinator (SENCO);
- ◆ that support, advice and training is provided to all staff working within school;
- ◆ that Staff have high expectations of all pupils regardless of ability so as to maximise their achievements;
- ◆ that appropriate adaptations are made to activities so that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including classroom learning, enrichment and extra-curricular activities;
- ◆ a positive working partnership with parents and children to enable them to make an active contribution to the education of their child.

## The Code of Practice

At St. Margaret's CE Primary School we follow the statutory guidance provided by the SEN Code of Practice: 0-25 years 2015. Children are identified by the class teacher as having an educational or medical need that is additional to standard provision in class. This is discussed with parents. The SENCo would be informed. Further interventions or differentiation will be implemented. The child's progress will be monitored and reviewed. If needed, the SENCo will refer to an outside agency with parental agreement. If the nature of the SEND is significant, meaning additional support is required, then the school, in consultation with the relevant agencies, will refer the child for an Education, Health and Care needs assessment.

This policy takes account of: The Special Educational Needs and Disability Regulations 2014.

## Four broad areas of need

The Department for Education has identified four broad areas, which cover a range of needs. These are defined in the Code of Practice.

## Communication and interaction

Where children and young people have speech, language and communication difficulties, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

### Cognition and learning

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

### Sensory and/or physical needs

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

### Social Emotional Mental Health [SEMH]

As a school we recognise that we have the potential to make a real difference in promoting the wellbeing of our pupils. Our Mental Health Lead is Mrs. Black.

Mental health is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

([http://www.who.int/features/factfiles/mental\\_health/en/](http://www.who.int/features/factfiles/mental_health/en/) May 2018)

At St Margaret's we understand the importance of supporting children with their emotional wellbeing and their ability to fulfill their learning potential and to thrive in life.

Mental health is a growing concern with our children and as their emotional wellbeing can be affected both by their own experiences and other external factors, it is our aim to ensure that as a school we focus on promoting positive mental health through educating staff and pupils. We aim to create an open climate where concerns can be discussed, early identification can be made ensuring timely access to appropriate interventions both within school and through engaging with our external partners.

Children experiencing a setback to their emotional wellbeing may present in a number of ways including: withdrawing from social interactions, changes in behaviour, anxiety, negative self-image, suicidal thoughts and self-harm. It is important to recognise and respond to each individual's situation based on their needs.

On identification of a SEMH need, staff will discuss their concerns with the designated Mental Health Lead.

In order to understand the child's needs more fully, we will contact parents so that a more cohesive, joint approach can be agreed, keeping the child at the centre.

Children at school have access to a range of interventions that aim to support their resilience and mental health. Where necessary, we are committed to engaging with our external partners to ensure that the most appropriate intervention is delivered, according to their level of need.

### Supporting Staff Emotional Wellbeing

We recognise the importance of emotional wellbeing of our staff and that resilient staff are more able to engender resilience in pupils. Our staff is organised in teams with a member of the senior leadership team overseeing each, providing a network of support so that any concerns or difficulties personal and professional can be shared in a supportive manner. Staff have access to resources to support their emotional wellbeing. Senior Leadership recognise the potential impact on staff of managing disclosures and working closely with children who self-harm and therefore allocate time to provide additional support and supervision.

### Self Harm

In school we have a duty of care to recognise and respond to instances of self-harm regardless of intent. This may include: scratching/hitting/biting/cutting themselves, depriving themselves of food, banging heads off surfaces, pulling hair out and burning themselves.

We encourage an open, non-judgmental approach and all concerns will be investigated and discussed with the mental health lead. Using the self-harm guidance for school-based staff, a risk assessment will be conducted to determine the level of response and if medical attention is necessary, this will be a priority. Where there is a significant risk of harm, advice will be sought from the Child and Adolescent, Mental Health Service [CAMHS].

We always discuss any action taken and any plans for support with parents unless doing so would put the child at even greater risk.

As a school, all instances are recorded using CPOMs so that a timeline or patterns may be noted to support the understanding of what the issues are and how best to provide support. Key staff are aware of children who are self-harming or at risk of self-harming and will actively seek to promote the child's protective factors. The child's views and wishes will always be considered.

Staff will have access to universal training through the MindEd [<https://www.minded.org.uk/>] resources as well as training from the Local Authority Emotional Wellbeing and Effective Learning team.

### Roles and Responsibilities

#### The Headteacher

The Head Teacher has responsibility for the day to day management of all aspects of the school's work. The Head Teacher manages the SEND budget, prioritising additional resources

to benefit our pupils. The Head Teacher keeps the Governing Body fully informed and works closely with the SENCo.

### The SENCo

The SENCo (Special Educational Needs Coordinator) for our school is Mrs Nikki Durie who is completing the NASENCo award. The SENCo can be contacted at:

[stmargarets@durhamlearning.net](mailto:stmargarets@durhamlearning.net)

Within our school the SENCO has the following responsibilities:

- ◆ managing the day to day running of the SEND policy
- ◆ coordinating provision for pupils with SEND within our school
- ◆ managing and arranging staff deployment to meet the needs of pupils
- ◆ holding regular meetings with colleagues to discuss pupil progress
- ◆ regularly updating the school's SEND register and provision map
- ◆ liaising with the Head teacher to discuss provision, budget and issues
- ◆ supporting colleagues in writing and monitoring of Support Plans
- ◆ working closely with parents / carers
- ◆ liaising with external professionals and seeking additional support where necessary
- ◆ writing of reports and necessary documentation required by the LA
- ◆ ensuring a clear understanding of the needs of the pupils within our school
- ◆ identifying and contributing towards the training needs for teaching and non-teaching staff according to the needs of the pupils
- ◆ meetings with and feedback to the Special Interest Governor
- ◆ attending Community of Learning 14 meetings

### The Teaching Staff

All teachers are teachers of children with Special Educational Needs. Class Teachers plan and adapt the curriculum to meet an individual's needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND. Teachers are involved in the creation and reviewing of SEN Support Plans.

### Learning Support Assistants

All teaching assistants:

- ◆ provide additional adult support to pupils as directed by the SENCo or class teacher;
- ◆ liaise with class teachers to ensure they are fully aware of children's needs;
- ◆ deliver and evaluate small group intervention programmes;
- ◆ contribute to review meetings and written reports.

### Role of Parents/Carers

We believe that a positive relationship between staff and parents is vital for all pupils, but especially those with Special Educational Needs. We aim to keep parents fully informed of their child's learning through termly feedback regarding progress towards outcomes achieved through interventions. Parents are invited to regular parent's meetings and reviews, but we also offer an open door policy where discussions can take place on a more informal level. Parents are given an information booklet about Special Educational Needs and are encouraged to complete the My Story booklet.

### Pupils with SEND

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to Support Plans. This will be achieved through a variety of different approaches as appropriate to the age of the child.

### The Governing Body

- ◆ The Governing Body should be fully aware of the provision in school for children with Special Educational Needs and Disabilities;
- ◆ The Governing Body are fully aware of the changes to the Code of Practice and how this impacts our school;
- ◆ The Governing Body will seek to ensure that the appropriate provision is provided for the school by the Local Authority;
- ◆ The Special Interest Governor will liaise with the SENCo.

### Admissions Arrangements

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. These include pupils with any level of SEN: those with EHC plans and those without.

Any child joining our school will be assessed by the class teacher and their name can be added to the SEND register as appropriate. The importance of early identification, assessment and provision for any child is crucial.

### Allocation of Resources

The LA provides the school with a budget towards meeting the needs of pupils with SEND. In addition the school plans and provides for pupils with SEND from their main budget. An additional budget is allocated for specialist resources to be bought. In some cases the school receives additional funding for pupils with an Education, Health and Care Plan (EHC Plan).

### Identifying Special Educational Needs



We recognise the four broad categories of need in the Code of Practice, 2015: Communication and interaction, Cognition and learning, Social, mental and emotional health, Sensory and/or physical. The purpose of identification is to work out what action the school needs to take. Teachers plan carefully using the EYFS and National Curriculum as a starting point. Activities are carefully differentiated to ensure access and challenge for all our pupils. Progress is monitored and children who are not meeting expected levels of attainment are identified. The SENCO will be consulted to decide whether additional and/or different provision or further assessment is necessary.

Other factors which may impact on progress and attainment are disability, attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium grant, being a looked after child, being the child of a serviceman/woman but do not necessarily have SEND.

### **Provision Mapping and Management of Pupils with SEND**

The school employs a provision map to track interventions used for all children. This details programs used, time frames for sessions as well as course length. Class teachers will carry out an assessment and determine targets and success criteria for the course. Teaching Assistants (TAs) and SEN Support Assistants (SAs) will then deliver the interventions as prescribed. Teachers will then liaise with TAs/SAs in order to monitor sessions, adapt or set new outcomes then ultimately carry out a post assessment to evaluate the progress and impact of the intervention.

Where progress does not improve, despite planned interventions a child may be placed on the school's SEND register. The school, pupil and parents work together setting appropriate targets and provision for the child. It may be decided to record these on a support plan or provision map. Referrals may be made to outside agencies for further guidance. This will be reviewed with the SENCO as part of an assess-plan-do-review cycle. Support and training may be offered to the class teacher to improve their understanding of strategies to support specific pupils.

### **Access to the Curriculum**

All pupils have the entitlement to a broad, balanced and relevant curriculum. Pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement, and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills including the use of ICT. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment

processes.

The school acknowledges that its practices make a difference and SEND is represented on the school's Leadership Team. The school and teachers regularly review issues related to pupils with SEN to include classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved. Children are supported in a variety of different ways as appropriate to their needs, which include individual support, in small groups and in class. This support is monitored regularly and reviewed as necessary. Withdrawal sessions are used judiciously to support pupils carefully with specific academic, behavioural and/or emotional difficulties. Withdrawal sessions are timetabled in consultation with the class teacher to minimise the impact of withdrawal on delivery of the curriculum, actively seeking to ensure curriculum needs are met.

### **Access to the Wider Curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities. These include a range of musical, creative and sporting activities/ clubs etc. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

### **Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND**

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Headteacher will report termly to Governors upon the quality of education provided for and the achievements of pupils with SEN. The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by the Headteacher and other senior teachers and subject leaders.
- Analysis of the attainment and achievement of different groups of pupils with SEND.
- Success rates in respect of EHC plan targets.
- Scrutiny of teacher's planning and pupil's work.
- The views of parents and pupils.
- Regular monitoring by the Governing Body.
- Maintenance of assessment records that illustrate progress over time.
- Regular meetings between the SEND Coordinator and class teachers, subject leaders, Leadership Team and SEND SAs.

As a result of the above, the SENCo annually reports on SEND provision to the Headteacher and this feeds into the School Development Plan.

### **Arrangements for In-Service Training**

The school makes an audit of training needs for all staff taking into account school priorities as well as personal professional development. Special Needs is included within all school training. In addition staff attend training organised by the LA and other agencies.

### **Links with other schools**

The SENCo or class teachers will liaise with teachers at key transition times. The aim will be to inform the receiving school of the pupils needs and to develop a transition plan to support the pupil and family. All records, support plans and Education, Health Care Plans will be provided.

The school is part of Community of Learning 14 which involves the HEAD Teacher and SENCo meeting and working with other local schools. The SENCo regularly attends SENCo network meetings.

### **Links with outside agencies**

The school strives to maintain good working relationships with our support services. Support is applied for and arranged as necessary. These services aid the inclusion of pupils with SEND.

### **SEND Information Report**

St. Margaret's CE Primary School's SEND Information Report is available through the school website. This provides parents and carers with clear, comprehensive and accessible information about the provision available to meet the needs of pupils with SEND.

### **Complaints**

If a parent/carer has a concern regarding the provision in place for their child, an appointment can be made to speak to the SENCo or Head Teacher.

### **SEN Policy and Policy Review**

Policy updated by N. Durie	November 2018
Policy passed by Governors	14 <sup>th</sup> February 2019
Review Date	November 2021

# APPENDIX A

Termly Target Record



Pupil:

Teacher:

Class:

Additional Support:

(See attached support timetable)

Please indicate:

Autumn	Spring	Summer
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Target 1		
Objective:		Success Criteria:
		•
Week ending:	Focus Target	Progress/Outcomes: (Has the target been met? To what extent? What action needs to be taken?)

Child	Pre-assessment	Post-assessment

Child Comment:

Signed Teacher:

Pupil:

Date: