



St Mary and St Giles Church of England School

Special Educational Needs and Disability Policy (SEND)

Policy name:	SMSG SEND Policy
Version:	V1
Date relevant from:	October 2022
Date to be reviewed:	October 2023 <i>This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
Role of reviewer:	Headteacher
Statutory (Y/N):	Y
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Vision Statement

Our aim is for all to belong to a safe and happy community which celebrates diversity and differences. Our children will be well prepared for the next step of their journey as responsible citizens. We aspire for all to flourish.

Every child is a gift from God – Psalm 127:3

Date: November 2022

Review: November 2023

Compliance

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice September 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49: 2014
- The SEN Information report regulations 2014
- Teacher's standards 2012
- National Curriculum Key Stage 1 and Key Stage 2 2014



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This policy should be read in conjunction with the following school policies and documents: Anti-Bullying Policy, Accessibility Plan, Child Protection Policy, Behaviour Policy, Medical and Health Policy and the SEND Information Report.

Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014:

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 child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age
- b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of a) or b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Introduction

The whole school staff is committed to providing a welcoming, attractive, and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. We view every child as a 'gift from God' psalm 127:3.

Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow together.

All areas of school life are inclusive, and the teaching is tailored towards providing challenge and support; encouraging everyone to reach their full potential. The school has a strong ethos which promotes equality and instils life-long learning aspirations.



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Inclusion Statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body, Head teacher and SENCo will ensure that appropriate provision will be made for all pupils with SEND. If a child presents with severe or complex needs the decision may be made with parents and the Local Authority that mainstream provision is not appropriate and the child needs specialist provision.

Aims and Objectives of SEND Policy:

- Encourage high levels of achievement for all
- Be an inclusive school
- Ensure the identification of all pupils requiring SEND provision as early as possible
- Meet individual needs through a wider range of provision and support following the graduated approach (Assess, Plan, Do, Review)
- Attain high levels of satisfaction and participation from pupils, parents and carers.
- Share a common vision and understanding with all stakeholders
- To ensure access to a broad and balanced curriculum for all pupils regardless of SEND
- Work towards inclusion in partnership with other agencies and schools
- Achieve and maintain a level of staff expertise to meet pupil needs
- Recognise that many pupils will have special needs at some time during their school life. Pupils will be helped to overcome their difficulties aided by the implementation of this policy.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four broad areas of need as stated in the SEND Code of Practice (2014).

- Communication and Interaction (C and I)
- Cognition and Learning (Cog & L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (S/P)



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Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child which may also impact on a pupil's progress. Such as:

- Disability
- Attendance and punctuality
- Health and wellbeing
- English as an additional language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Looked After Child (CLA)
- Being a child of a service man/woman

The SENCo works closely with all staff to identify children with SEN. We use several indicators to help provide an early identification of needs:

- The following up and discussion of teacher concerns
- The following up and discussion of parental concerns
- Assessment and tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

At St Mary and St Giles, we believe that class teachers are teachers of all children. It is their responsibility to meet the needs of all pupils within their care.

Code of Practice Graduated Response

At St Mary and St Giles, we believe that class teachers are teachers of all children including those with SEND. It is their responsibility to meet the needs of all pupils within their care. They do this by employing high quality teaching strategies which acknowledge the individual needs of each pupil in their class. When a pupil does not make adequate progress, this is identified, and provision is put in place within the classroom setting to try to address this. The Code of Practice suggests that pupils are only identified as having special educational needs if they continue to make inadequate progress once they have accessed appropriate interventions and adjustments. If a child is identified as having special educational needs, they will receive provision under the heading 'SEN Support'.

The school adopts the stages of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs taking the form of a four-part cycle known as the 'Graduated Approach' (Assess / Plan / Do / Review).



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Assess (the child's needs)

Once a child has been identified as not making the required amount of progress, a clear understanding of the child's needs must be established in order to plan effective strategies and provision, and to make reasonable adjustments to teaching that will lead to improved progress and outcomes. To clarify what the barriers to learning may be, various forms of assessment will be used such as standardised testing, SEN specific checklists and other question-based assessments.

Plan (what needs to happen, the provision needed and desired outcomes)

At St Mary and St Giles school class teachers write Pupil Support Plans (PSP) which plan the provision given to groups and individual children who are receiving interventions or targeted provision. Children on group provisions may have been identified with a special educational need or may just need short term provision to support a particular area of difficulty. Children who have a Pupil Support Plan have been identified as having a special educational need in one or more of the defined areas.

Do (strategies and interventions in place)

Class teachers and Teaching Assistants deliver interventions and targeted provisions to those children identified as having SEND or additional needs. Some children may require short term extra provision to support their learning without being identified as having a special educational need. The programmes of intervention should be timely, closely monitored and evaluated.

Review (what has been achieved and the impact this has had on the child's progress)

Pupil Support Plans are reviewed regularly and shared with parents. Outcomes are reviewed and the provision is adjusted where necessary to ensure positive progress. This is in addition to the daily ongoing assessment carried out by class teachers to review progress across the curriculum.

Working with outside agencies

As part of the Assess, Plan, Do, Review cycle it may be necessary to refer to an outside agency for additional assessments and support. Parents will always be consulted and involved in any referral. Outside agencies may include Speech and Language Therapy, School Nurse, Milton Keynes Council's SEND Team, Educational Psychologists, Physiotherapist, Occupational Therapist.



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Statutory Assessment

If, despite the best efforts of all involved, a pupil has needs which are not being met by the provision the school has put in place, it may be necessary to consider applying to the Local Authority for a Statutory Needs Assessment. The SENCo and class teacher, in consultation with parents, will prepare the paperwork necessary and follow the current Milton Keynes processes in order for this to happen.

Education, Health Care Plan (EHCP)

Once an EHCP has been finalised and adopted, the school will use any additional resources to meet the needs of the child and fulfil the requirements of the plan. An EHCP will be reviewed within 12 months of it being issued and then every subsequent 12 months. The Annual Review process involves the school, parents and if necessary, any outside agency involved with the child, working together to review the child's progress against the given outcomes and amend the EHCP as required.

Partnership with Parents/Carers

At St Mary and St Giles School we aim to:

- keep parents and carers informed and give support during assessment and any related decision-making process about SEND provision
- work effectively with all other agencies supporting children and their parents
- give parents and carers opportunities to play an active and valued role in their child's education
- make parents and carers feel welcome
- ensure that all parents and carers have appropriate communication aids and access arrangements as required
- provide all information in an accessible way
- encourage parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instil confidence that the school will listen and act appropriately
- focus on the child's strengths as well as areas of additional need
- allow parents and carers opportunities to discuss ways in which they and the school can help their child
- agree outcomes for children on SEN Support or with an EHCP.
- make parents and carers aware of the Special Educational Needs and Disability Information Advice Service (SENDIAS).



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Further information on how the Local Authority work with parents and carers is available on the Local Authority Local Offer at:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND>

Monitoring and Evaluation of SEND

The delivery of SEND provision will be monitored regularly following the school system of monitoring and evaluation. This evaluation promotes an active process of continual review and improvement in provision for all pupils.

Supporting Pupils with Medical Conditions

Please read in conjunction with the First Aid policy.

Everyone at St Mary and St Giles School recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have special educational needs (SEN) and may have an Education Health Care Plan (EHCP) which brings together health and social care needs, as well as their educational provision, guidance in the SEN Code of Practice (2014) is followed.

It should be noted that all staff will do their best to support children with medical needs, but they are not medically trained.

Managing complaints

Any complaints relating to the provision for pupils with SEND will be dealt with, in the first instance, by the Head teacher and SENCo. Formal complaints beyond the level of the Head teacher are dealt with by the Governing Body. In the case of an unresolved complaint the Local Authority may be invited to assist. Please see the school's Complaints Procedure.

SEND Information Report

The SEND Information report is available on the school's website where there is also a link to the Local Authority's Local Offer.

<https://www.smsg.uk.com/>

Policy Review

This policy will be reviewed annually by the Governing Body.