



# St Mary and St Giles Church of England School

## Special Educational Needs and Disability Policy (SEND)

### 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: September 2023

Review: September 2024

### 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: advice for schools DfE Feb 2013
- The Special Educational Needs and Disability Regulations 2014
- The SEN Information Report regulations 2014
- Teacher's standards 2012
- National Curriculum Key Stage 1 and Key Stage 2 2014

This policy should be read in conjunction with the following school/ IFTL policies and documents: Anti-Bullying Policy, Accessibility Plan, Child Protection and Safeguarding Policy, Behaviour Policy, Intimate Care policy, Supporting and the SEND Information Report.

### 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.



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All areas of school life are inclusive, and the teaching is adapted 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.

## **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 broad and balanced curriculum. Our SEND policy reinforces the need for high quality 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.

## **Objectives**

1. To identify and provide for pupils who have Special Educational Needs and other Additional Needs through a graduated response.
2. To adhere to the guidance in the Special Educational Needs and Disability (SEND) Code of Practice 2014.
3. To ensure a whole school approach to the management and provision of support for Special Educational Needs so that each child's needs are identified and met.
4. To provide a suitably qualified and experienced SENCO who will lead and facilitate SEND provision within the school.
5. To provide support and advice for all staff working with pupils with SEND.
6. To develop, lead and maintain partnerships and high levels of engagement with parents, pupils and all stakeholders in relation to SEND.
7. To ensure access to a broad and balanced curriculum for all pupils regardless of SEND

## **Identification and Assessment**



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

*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. xiv. 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.*

The SEND Code of Practice (2014) identifies four broad areas of Special Educational Needs.

These are:

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

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

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 on and discussion of teacher concerns
- The following up on 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. 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



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place within the classroom setting to try to address this. The Code of Practice suggests that pupils are only identified as having a Special Educational Need if they continue to fail to make adequate progress once they have had appropriate interventions/adaptations and quality personalised teaching. If a child is identified as having special educational needs, they will receive provision under the heading 'SEN Support'.

At St Mary and St Giles, we recognise the four broad areas of need identify aspects of the primary need for a pupil with SEN, however we also acknowledge that every pupil is unique and recognise the importance of examining the needs of the 'whole child'. We recognise the need to gather information about the pupil from everyone involved in the pupil's education and acknowledge the importance of information about the pupil from other partners in their education, particularly their parents/carers. We work closely with all involved to ensure the best outcomes for the pupil.

When examining progress and attainment, and considering identification of a Special Educational Need it is also important to be aware of what does NOT constitute SEN:

1. Disability – The Code of Practice outlines the duty of 'reasonable adjustment' as provided under the current Disability Equality legislation, but this alone does not constitute SEN.
2. Attendance and punctuality
3. Health and welfare
4. English as an additional language
5. Being in receipt of Pupil Premium funding
6. Being a Looked After child
7. Being the child of a service man/woman

## **A Graduated Approach to Special Educational Needs**

The graduated is at the heart of whole school practice at St Mary and Sta Giles as we are continually assessing, planning, implementing, and reviewing our approach to teaching all children. However, where a potential SEN has been identified, this process becomes increasingly personalised as it responds to a growing number of the child's barriers to and /or gaps in learning and an increasingly individualised assessment of need.



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## **High Quality Teaching**

Class teachers are responsible and accountable for the progress and development of all pupils within their class (Teachers Standards 2012). Teachers at SMSG are supported to do this through regular Pupil Progress Meetings where the attainment and progress of all learners is discussed.

St Mary and St Giles places a high emphasis on developing high quality teaching and acknowledges the positive impact this can have on attainment and progress for all pupils. We recognise that additional intervention and support cannot compensate for a lack of high-quality class teaching. We ensure, through rigorous Performance Management procedures that any underperformance in teaching is addressed and the impact on pupils minimised. Regular Continuing Professional Development (CPD) is provided to enhance staff skills and understanding of SEN.

Where a child is identified as underachieving, the first response is made by the class teacher who plans appropriate adaptations, interventions and individualised target setting for the pupil in question. The teacher will complete an initial concerns form which will collate a clear analysis of the pupils needs.

If following a period of additional intervention and targeted support, which has been effectively monitored, the pupil is still underachieving, the teacher, in discussion with the SENCo, will place the child on the SEND register.

We continue to use a cyclical approach to planning support and delivering improved outcomes for children with SEN.

This approach can be seen as follows:

Assess – Plan-Do-Review

### **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 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.



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## **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 difference is it making towards outcomes?)

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.

## **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.



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## **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).

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

<https://www.mksendlocaloffer.co.uk/>

## **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.



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## **Supporting Pupils with Medical Conditions**

Please read in conjunction with the policy for 'Supporting pupils in school with medical conditions in IFTL'.

St Mary and St Giles School will use its best endeavours to meet the needs of every child including those with medical conditions. 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.

The school is required by legislation to have an Accessibility Plan to promote access for disabled pupils to the school curriculum. This includes access to teaching and learning and the wider curriculum of the school, such as participation in after school clubs.

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/about/send/>

## **Policy Review**

This policy will be reviewed annually by the Governing Body.