



Special Educational Needs and Disability (SEND) Policy

St. Mary's is a warm, happy, high achieving and welcoming Church of England Primary School. Our children feel safe and everyone is valued, respected as an individual and encouraged to achieve their full potential.

'With God all things are possible – Matthew 19:26

Creativity*Perseverance*Love*Respect*Forgiveness

At St. Mary's, we are passionate about encouraging children to be the best that they can be; it's a special place where they can grow and develop.

Introduction and Principles:

At St. Mary's, we believe that all children should be entitled to a relevant, broad, balanced and rich education designed to enable individuals to participate fully in society, being able to contribute to and benefit from it. Every child is unique in terms of characteristics, interests, abilities, motivation and learning needs. Every child should be supported wherever necessary and by whatever reasonable means in order to gain full access to the curriculum. This may be facilitated through access to technology, specialist equipment and appropriate resources.

Children thought to have special educational needs and disabilities should be assessed as early as possible in their school career and access to relevant specialist advice sought where appropriate. Children with special educational needs and disabilities should enjoy the same opportunities and experiences as others.

SEND Support Plans should be designed to maximise opportunities for independent learning. Children should be encouraged to develop their self-esteem, to take pride in their progress and to celebrate achievements. All pupils should be entitled to a happy, secure, caring and stimulating environment where children feel able to develop and achieve – socially, emotionally, intellectually and physically. We are committed to providing equal opportunities and recognise that 'same' does not necessarily mean equal. By providing the children with access to support, we aim to ensure the highest quality education for all. By raising the aspirations of and expectations for all pupils with SEND, our school provides a focus on outcomes for children and young people, not just hours of provision/support. Every teacher is a SEND teacher.

Staff aim to follow the key principles of inclusion by:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups.

All those concerned with a child's needs should work in partnership; teaching staff, parents, outside agencies and the child should all be included in planning and developing practice to ensure the child reaches their full potential in every aspect of school life.

This policy complies with the statutory requirements in the SEND Code of Practice 0 – 25, 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equalities in Education
- The Local Offer
- Guidance for Early Years settings, schools and SEN practitioners: working with Children and Young People with Special Educational Needs & Disabilities
- Statutory Guidance on Supporting Pupil's Medical Conditions in School
- The Safeguarding Policy

In line with relevant legislation and statutory requirements, having due regard to the New Code of Practice (September 2014) all children with SEND will be offered full access to a broad, balanced and relevant education. This includes an appropriate curriculum for the Early Years Foundation Stage (EYFS) and the new National Curriculum. Pupils are fully included in all areas of school life. This includes full access to an appropriately differentiated curriculum, access to educational visits and social inclusion with other pupils. All class teachers have a responsibility for meeting the special educational needs of the children in their class. All staff has access to appropriate training to fulfil their responsibilities.

Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Roles and Responsibilities

SENDCo (Special Educational Needs and Disabilities Co-ordinator)

The designated teacher for coordinating the day to day provision of education for pupils with special educational needs and disabilities is **Helen Anstey**. She can be contacted by phoning the school office (0161-480-4736) or by coming into school to make an appointment.

Responsibilities include:

- Keep and update an accurate special needs and disabilities register, including a record of children at SEND Support and those with Education and Health Care Plans (EHCP).
- Co-ordinating the provision for pupils with special educational needs and disabilities.
- Meet and liaise with all outside agencies and pass on relevant paperwork and information to teachers and parents.
- Offer support and guidance to teaching staff, on an individual basis or as INSET/Staff Meetings.
- Monitor children once they have joined the register.
- Ensuring the progress of the children with special educational needs is regularly monitored and reviewed.
- Work closely with the Headteacher and governing body.
- Communicate with parents and external agencies in respect of children with SEND.

Parents / Carers

Parents are viewed as partners in their child's education and their views are sought at every opportunity. They will be contacted directly should there be any change in their child's progress,

behaviour or educational provision within school. The process for contact with parents in respect of pupils with special educational needs and disabilities will be:

- Pupil's SEND Support Plan will be co-produced by Class Teacher/SENDco, parents and the child.
- The class teacher will meet with parents on a termly basis to discuss the child's progress at school and review their current SEND Support Plan.
- The SENDco will initiate any additional meetings deemed necessary to further inform parents or where there may be concerns over the child's progress or where a child no longer requires SEND provision.
- The SENDco and external agencies where appropriate, will meet the parents where a request for formal assessment is to be made.
- Parents of a child with an EHCP (Educational Health Care Plan) will be invited to interim and annual review meetings.
- Parents are welcome to query decisions made by the school through the school's designated channels as laid out in school's documentation. If still not satisfied with the school's response, they can seek advice and/or assistance from the LA (Local Authority) and, further, have the right to appeal to the LA's SEND tribunal.

Governors

The Governing Body will appoint someone responsible for monitoring special educational needs and disabilities who will liaise closely with the SENDCo and report back to the Governing Body.

The current SEND Governor is: **Suzanne Brookes**

A report to the Governing Body will comment on the school's effectiveness and implementation of the SEND policy.

Particular emphasis will be placed on:

- Identification and assessment of special needs.
- The provision of an inclusive environment.
- Methods of monitoring, recording and reporting back to parents.
- SEND funds and spending.
- Deployment of equipment, resources and personnel.
- The use made by the school of outside agencies and support services.
- SEND as an integral part of school development/ school Self-Evaluation
- Any significant changes in policy.

Class Teacher

The class teacher should enhance the effectiveness and the implementation of the SEND policy by:

- Identifying any child who may need to be placed on the school's SEND register and subsequently informing the SENDco of any concerns.
- Writing SEND Support Plans / provision maps for the children who are on the SEND register, with/without SENDco's help and advice.
 - Writing One Page Profile's (pupil passport) for any child recently removed from the SEND register and continue to monitor them.

- Ensuring that planning links to the SEND Support Plans.
- Adapting quality first teaching to ensure children of all abilities can engage in their learning.
- Evaluating and reviewing the effectiveness of support laid out in SEND Support Plans.
- Attending any Annual Review meetings or interim meetings that the SENDco deems necessary.
- Working alongside all outside agencies, adapting teaching methods if necessary, in order to fully implement any advice given to the school.
- Liaising with and preparing work for Learning Support Assistant where necessary, who are working with children within their class.
- Liaising with previous and future teachers to ensure a smooth transition from class to class.

Training and Professional Development

Training for everyone is seen to be important for all and can take two forms:

- In-house response to the needs of individuals or groups led by either the SENDco, LA support or an external consultant.
- Formal training for an individual from the LA or a recognised establishment.

The school budget will be used for course attendance and supply cover made available for professional development.

Admission and Transition

In the summer term, teachers work with the receiving class teachers and TAs to ensure a smooth transition for children with SEND.

The SENDCo liaises closely with local nurseries and receiving secondary schools.

For children with EHCPs, introductions and planned visits are made for transition. Records are passed on to the new school enabling appropriate provision to be continued.

The school adheres to the LA admission policy and therefore has no special provision under admission arrangements for limiting or promoting access for pupils with SEND. The Headteacher and SENDCo will liaise with both parents and any involved agencies in preparation for the child starting school.

All children will visit the school for half day sessions and further informal visits, if thought to be appropriate and beneficial for the child, will be organised. We will do all we can to assist the admission to school of children who have SEND, including liaison with parents and other agencies about start dates, phased or delayed entry if necessary and support once in school to ensure the child's needs are met as far as possible.

Identification and Assessment

The school undertakes assessments across all year groups to determine pupil progress. Class teachers will seek to address all individual learning needs and styles through differentiated quality first teaching and the use of the learning environment (e.g. dyslexia friendly classrooms). Class teachers complete ongoing monitoring records of concerns about individual children in a presenting needs form.

Following the guidelines in the Revised Code of Practice pupils are categorised according to the nature of their special need. Areas or categories of need;

- Cognition and learning
- Communication and Interaction

- Sensory and/or physical
- Social, mental, emotional health

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium and having a Physical Disability.

The Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEND.

Putting support in place for children with additional needs is a graduated response. We always discuss how we can support children in school before involving outside agencies. If a child is identified as having an additional learning need or needs, then the class teacher and SENDCo will work together with the child and parents to come up with a suitable plan for support and intervention.

For all children, whole class quality first teaching is always the first and most important aspect to improving attainment and achievement. However, for some children, additional support is also necessary.

This may be support within class, differentiated work, small group intervention work or 1:1 support in and out of class, depending on need. Depending on the complexity and severity of a child's needs, it may be appropriate to refer them to outside agencies who can offer support and advice.

Some children on the SEND register have their progress tracked through using Stockport SEND Standards. This allows us to celebrate small steps of progress with the child and family and set suitable, challenging, yet achievable targets moving forwards.

Current outside agencies working with:

Inclusion Service
 Primary Jigsaw
 Speech and Language Therapy
 Occupational Therapy
 Physiotherapist
 EHCP Coordinator
 Sensory Support
 Neurodivergence Team
 Educational Psychologist- as part of the Educational, Health Care Plan (EHCP) process

Storing and Managing Information

All documents relating to children and young people on the SEND Register are scanned and stored in individual pupil folders on the school server as well as CPOMs.

Where appropriate, records are kept electronically and password protected.

Scanned records are kept for the duration of the time the pupil attends St. Mary's C of E Primary School and are then passed on to the relevant Secondary School during one of the school's transition meetings.

The relevant Secondary School will be asked acknowledge receipt of information via email to say they have received all documentation.

Local offer

St. Mary's C of E Primary School will cooperate with the local authority and local partners in the development and review of the local offer.

Stockport's local offer can be found at: <https://www.stockport.gov.uk/landing/send-local-offer>