



## St Mary's C of E Primary School SEN Policy – Autumn 2018

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### Introduction

Schools are required to publish a SEND Information Report on their website detailing the SEND provision. This policy includes and expands upon the information appearing in the SEND Information Report. (SEN Information Report information appears in shaded boxes throughout this document).

This policy should be read in conjunction with the Equality Policy and the Accessibility Policy and Supporting Children with Medical Conditions policy.

This policy complies with Section 69(2) of the Children and Families Act 2014, Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014 and Section 6 of the SEN and Disability Code of Practice 0 to 25 years.

### Rationale

At St Mary's we welcome and value all children. We are a friendly school where individuals are fostered academically and socially through a stimulating environment. We want our children to have a successful and happy time at our school, within a caring and supportive Christian community.

At St Mary's we are committed to offering an education for all children. Our mission statement is 'Learning for Life', where children learn to be successful learners, confident individuals and responsible citizens. This is underpinned by our Christian values and 'St Mary Learner' attitudes to learning.

We recognise that all learners are different and that some children may need additional support to achieve this goal.

### Statement of aims

- To enable all our children to reach the highest levels of achievement of which they are capable through delivery of a broad and balanced curriculum which provides challenge, excitement and enjoyment and meets the needs of all our learners, preparing them well for a successful future.
- To encourage all our children to develop confidence and self-respect, leading to understanding and respect for others.
- To raise the expectations and aspirations of children; foster enthusiasm and commitment to learning; expand their horizons and foster an awareness of the range of opportunities available.
- To maximise opportunities for effective inclusion throughout the school and to develop children's maximum independence.
- To work in partnership with parents to meet the needs of their children; keeping them informed and involved in decision making concerning their child's SEN provision.
- To recognise that the child 'has a voice' and encourage and support them to take part in decisions as appropriate.

### Admission policy

At St Mary's Primary School we follow the current LA Admission arrangements for Primary Schools. We welcome all children and believe in inclusion for all. We aim to meet the needs of all children admitted to St Mary's School.

### What do we mean by Special Educational Needs and Disabilities?

We recognise that a child has a Special Educational Need or Disability (SEND) if they 'have a learning difficulty which calls for special education provision to be made for them'.



## St Mary's C of E Primary School SEN Policy – Autumn 2018

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A child has a difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which either prevents or hinders him or her from making full use of the education facilities of a kind generally available within the school.
- Is under school age and falls within the definition above or would do so if special education provision was not made for the child.

### **Accessibility**

The School has an Accessibility Scheme which incorporates the Disability Plan.

There is also a shared ethos of inclusion that permeates all policies eg school trips should be planned (Educational Visits Policy) to include all pupils.

### **Arrangements for Providing Access to the whole school curriculum**

St Mary's SEN policy is underpinned by the whole school ethos of 'Learning for Life' where teaching and learning, attitudes and the wellbeing of every individual pupil matters. Every teacher is a teacher of every child including those with SEND.

### **Support for Learning**

We recognise that some children may need additional support at some time in their learning and this may or may not be an indicator of special educational needs. In line with current guidelines we adopt a 'graduated response' to supporting children with their learning.

In the first instance we aim to provide 'Quality First teaching' with differentiation and appropriate strategies (Wave 1). Wave 1 interventions and short term group interventions are carried out as part of everyday teaching activities.

### **Identifying Children with Special Educational Needs**

The progress of all pupils is monitored termly by class teachers; SENCo and the senior leadership team through pupil progress meetings, so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. In many instances a structured intervention programme will assist progress. If following a period of intervention a child is still not making progress the SENCo may carry out observations and assessments to ascertain barriers to learning and advise on classroom strategies to support the pupil. Outside agency referrals may also be made.

Further intervention with more tailored programmes is delivered through SEN Provision (Wave 2)

### **Arrangements for Consulting Parents of Children with SEN**

If a child is identified as having SEN and needs support, the class teacher / SENCo will contact the parents / carers to discuss concerns.

If parents / carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to the SENCo. The Headteacher and Deputy Headteacher are also available.

SENCo Contact details: Sarah Gorton – [senco@stmarys-byfleet.surrey.sch.uk](mailto:senco@stmarys-byfleet.surrey.sch.uk)

Tel no: 01932 410300



## St Mary's C of E Primary School SEN Policy – Autumn 2018

If additional help from outside agencies is to be sought, parents/carers will be contacted in advance.

Following discussion with parents regarding a special educational need, the child will be included in the school's SEN Register (this enables us to access appropriate funding for SEN provision).

### **SEN Needs and Provision**

Children's SEN's are generally thought about in the following four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

St Mary's school is an inclusive mainstream school with experience of supporting children in all these areas. Please see the Provision Management details on our website for more information on how we support children who may have extra needs in these areas.

In addition to support in school, referrals can be made by the Special Educational Needs Coordinator (SENCo) to other agencies such as:

- Surrey County Council specialist teaching services, these involve Learning and Language Support, Behaviour Support, Educational Psychologists; Physical and Sensory Support Services (hearing impairment, visual impairment and physical disabilities) and Family Support.
- Healthcare services including Speech and Language Therapy; Occupational Therapy; Physiotherapy; CAMHS; Child Assessment Service; School Nurses and some paediatric assessments.
- Freemantles Outreach (specialist autism support) is also available to the school.

The Home-School Link Worker and Educational Welfare Officer provide additional support for parents / carers, where appropriate.

We aim to identify children with SEN as early as possible. This is carried out in line with the guidelines given in Surrey's document 'The Right Provision at the Right Time'.

Identification takes into account:

- Assessment data – both progression and achievement is monitored.
- Teacher / SENCo / Teaching assistant experience.
- Liaison with pre-school agencies where appropriate.
- Parental concerns.
- Advice obtained from specialist agencies and / or the NHS.

### **Provision for pupils with SEN**

#### **Teaching Children with SEN**

We have a whole school approach to inclusion which supports all learners engaging in activities together. High quality everyday personalised teaching will ensure that most teaching and learning take place within a whole class setting, differentiating and adapting planning to make it accessible to all as appropriate.

Some pupils may need small group interventions in order to catch up with their peers. Where catch-up



programmes are not enough it may be that a more intensive programme is required or individual support or specialist expertise may be required

Further details may be found in 'SEND Provision – Provision Management' on the website.

**Adaptations made to the curriculum and learning environment.**

At St Mary's we are committed to providing an accessible environment\* which values and includes all pupils, staff, parents and visitors regardless of their physical, educational, sensory, social, spiritual, and emotional needs.

Class teachers have information on the needs of individual pupils so that they can plan the learning and the resources accordingly to ensure that all pupils are able to make progress. We make reasonable adjustments so learners can join in with activities regardless of their needs. Some examples are shown below:

- If a child has Speech, Language and Communication Needs, teachers will use simplified language and pictures to support them to understand new vocabulary.
- Intervention groups may be in place to further support learning and support access to the curriculum, for example pre-teaching of vocabulary or additional phonics groups.
- Guided teaching groups are used to target children at their level to move their learning forward.
- A learning toolkit with individualised resources to support personalised learning.
- Physical and Sensory Support Services can advise on any modifications needed for specific children to the environment and advice given on specific subjects.
- There are a range of resources used in school to support accessibility, ranging from coloured overlays to reduce paper glare to coloured glue to support children with visual impairments.
- Laptops are used where appropriate and through Surrey, equipment to support visual and hearing impairments has been sourced.
- Risk Assessments, Intimate Care plans and Individual Health Plans are drawn up to support children where appropriate.
- The school site is on one level so there is ease of access.
- There is a disabled toilet situated in the main building by the Main Office and an adapted toilet in the Key Stage One area.

**Support for Improving Emotional and Social Development**

School values have a high profile in the school and pupils are involved in a range of learning opportunities. Class teachers develop social and emotional skills through class discussions, circle time activities through our PSHE programme of work. Additionally:

- Social skills programmes are implemented.
- The school now has a trained Emotional Literacy Support Assistant (ELSA).
- Lunchtime supervisors will have an awareness of children to support at these less structured times.
- The school behaviour policy is very positive and Star of the Week, stickers and House Points build motivation and self-esteem.
- Referrals can be made to the Home-School Link Worker, Family Support Workers, Behaviour Support, Child and Adolescent Mental Health Services (CAMHS) and Educational Psychology.
- The school participate in Feeling Good Week and the Life Bus visits the school annually.
- The Garden of Hope provides a quiet environment for reflection and time out.
- There are a wide range of clubs available to the children, ranging from art to football.



## St Mary's C of E Primary School SEN Policy – Autumn 2018

### **How children with SEN are enabled to engage in activities available with children in the school who do not have SEN?**

In addition to the adaptations mentioned above:

- Where appropriate, additional TA support will be provided to ensure pupil's needs are met at break and lunchtime through targeted play and use of resources.
- Personalised risk assessments are carried out for each trip to ensure that all pupils' needs are met and that they are safe.
- Social stories can be produced to support a child's understanding and ensure readiness for activities / special events.
- For residential trips, parents are able to discuss concerns and any specific needs can be shared with the relevant centres before arrival.
- Outdoor learning is planned and differentiated to allow access for all.

*\* see our Equality Policy and the Accessibility Policy on the website also.*

### **Graduated SEN Provision**

The following stages of provision are offered in line with the SEN Code of Practice and the local authority's guidance:

- Special Educational Needs Support (SEN Support). Initially through Surrey's SEND Support Arrangements.
- Application for an Education, Health and Care Plan (leading to an EHCP).
- EHCP granted.

### **SEN Support**

We recognise that children with SEN may need teaching and learning strategies and resources that are different to those of their peers. Steps will be taken to identify additional needs and barriers to learning to enable children to access the whole school curriculum. This may be done through:

- Curriculum differentiation by the class teacher beyond that of the usual class differentiation and the use of SEND Support Arrangements.
- Teaching Assistants supporting individual work / small group work.
- Intervention Groups run by Teaching Assistants / Teachers.
- Specialist equipment / strategies (eg Makaton signs, writing slopes etc).
- Revised seating arrangements.
- Programmes of support recommended by outside agency specialists.
- Undertaking staff development and training.
- Amended class strategies to make teaching and learning fully inclusive.

### **SEND Support / Intervention Targets**

Targets set must be 'SMART' targets (small, measurable, achievable, relevant and time bound). SEND Support Arrangements must state how intervention is going to be measured to assess the success on the intervention.

If progress is not made against a target it should be reassessed for suitability and if necessary broken down into smaller steps.



### **EHCP Assessment**

The trigger for the application of an EHCP is where a pupil makes little or no progress after receiving an individualised programme under SEND Support Arrangements despite the support of outside agencies to overcome their barriers to learning. The SENCo and Class teacher will liaise with parents / carers to prepare the EHCP Assessment. The SENCo will liaise with outside agencies to obtain reports and gather evidence to support the assessment process. The SENCo will co-ordinate the consultation process of assess-plan-do-review.

EHCP applications will be made in accordance with guidance given in Surrey guidelines, current legislation and the SEND Code of Practice.

The completed EHCP application is then forwarded to Surrey LA for consideration.

If an Education Health and Care Plan is awarded the provision provided will follow the recommendations made against the outcomes recorded in an individual's EHCP. As far as possible support will be given in class. Where withdrawal support is felt to be appropriate this will be carried out on a small group or one to one basis and be time limited. SEND support and interventions will take account of recommendations and advice given by external agencies. All the evidence for involvement with the child is recorded and filed.

### **Recording, Monitoring and Review**

#### **Records**

Records are kept of all intervention groups in the form of a whole school Provision Map. Additionally children who have been identified as having SEND will have a Surrey SEND Support Arrangement with termly targets set in a SEND Support Plan (SSP).

These documents are kept by the SENCo, relevant class teacher and teaching assistants.

The Class Teacher is responsible for maintaining the class SEND file and updating SSP's, usually termly. All the evidence for involvement with the child is recorded and filed.

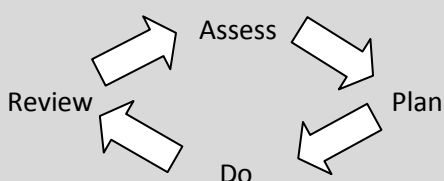
SSP's are also held centrally by the SENCo, with copies to the relevant support staff, and the parent / carer.

Parental permission needs to be sought if a new agency is to be involved.

Class teachers of Statemented children or those with an EHCP have an up-to-date copy of the current statement / EHCP in their SEN Classroom File. Any reports from outside agencies which advise on actions are to be included in SSP's (such as Educational Psychology Reports, Learning and Language Support, Behaviour Support Reports etc) are also kept in the 'SEN Classroom File'. Duplicates of all these are kept in a child's individual file. The class teacher is responsible for familiarising themselves with children's information regarding their special needs.

### **Evaluating the effectiveness of the provision made for children with SEN**

Teachers monitor progress against outcomes termly as part of the following process:





## St Mary's C of E Primary School SEN Policy – Autumn 2018

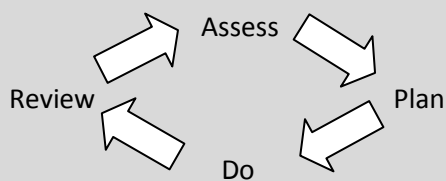
In addition to termly parent consultations, the SENCo monitors the outcomes of intervention groups through pupil progress meetings held between teachers and the Senior Management Team. Here the success of interventions is evaluated and an assessment of next steps is carried out.

Where outside agencies, such as Speech and Language Therapists, provide programmes and outcomes for children, reviews are set which involve the child and their parent / carers.

In addition to the above Children with an EHCP have Annual Review, at which progress and the level of support required is reviewed.

### Arrangements for Assessing and Reviewing Children's Progress towards Outcomes

In line with the Code of Practice, progress against outcomes set for children are monitored regularly:



- Parents / carers will be invited to parent consultation meetings to discuss their child's progress.
- The progress of children receiving SEN Support's will be reviewed termly and this will be shared with the child and their parents / carers.
- For Children with an EHCP, an Annual Review is held with the relevant outside agencies and parents/carers (a six monthly review in the case of children under 5). The child's views / comments are also invited.
- Reviews of support by outside agencies (such as Learning Language and Support) are also held to which parents / carers and the child are invited to contribute.
- If appropriate, personal contact or communication books between home and school are set up for continued feedback.

### Arrangements for supporting children moving between phases

Within the school the move from Nursery to Reception, Reception to Year 1 is supported with induction days and parent workshops. Other year groups run transition evenings for parents in addition to the induction day for pupils. Where appropriate, personalised booklets, additional visits and individual programmes are produced to support the transition.

Children moving on to secondary schools have induction days at their secondary school and in some cases secondary staff come in to work with learners to give them a familiar face for when they transfer. When the need arises, extra transition days are set up for more vulnerable pupils. Where we know there may be high levels of anxiety we may send staff along for part of the induction day.

When a child (identified with SEN) joins St Mary's from another setting, we appreciate contact with their parents / carers, to ensure a smooth transition. Likewise if a child moves away from St Mary's we will liaise with the new school.



## St Mary's C of E Primary School SEN Policy – Autumn 2018

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### **Monitoring of SSA's / EHCP's and SEN Resources**

The Headteacher and SENCo will monitor the:

- Identification of children early in their primary school career through regular Pupil Progress Meetings
- Effective use of interventions, SSA's and SEND resources.
- Effective communication between staff, parents and the SENCO through regular informal SEND meetings.

### **Roles and Responsibilities**

The School SENCo is Ms Sarah Gorton.

The named governor for SEN is Mrs Oliver.

### **The Role of the SENCo**

The SENCo has the responsibility of:

- The day to day running of the SEND policy, in conjunction with the Headteacher.
- Liaising with and advising all staff members, teaching and non-teaching.
- Coordinating the provision for children with SEND.
- Coordinating and developing an efficient system for identifying and monitoring children with SEND.
- Contributing to in-service training for staff.
- Liaising with the SEND Governor formally termly.
- Liaising with and making referrals to outside support services, agencies and voluntary bodies.
- Supporting with intervention groups and resources used
- Monitoring the impact of interventions
- Assisting class teachers to draw up SEND-SPs in consultation with other staff members, parents and pupils and outside agencies where appropriate.
- Maintaining links with parents of children with SEND.
- Organising Annual Reviews for children with Education Health and Care Plans.
- Producing written reports following Annual Reviews and referrals.
- Liaising closely with the Headteacher with the writing and implementation of the SEN Policy.
- Keeping records of children with Special Educational Needs and updating records from information provided by class teachers and outside agencies.
- Updating information for the Local Offer and SEND Report

### **The Headteacher's responsibilities:**

- Overseeing and the efficient implementation of the SEND Policy.
- The allocation and effective use of the SEND Budget.

### **Class Teachers' responsibilities:**

- Identifying pupils who make little or no progress in spite of differentiated learning opportunities being provided at Wave 1 and 2.
- Working with the SENCo, parents and child in collecting and recording information about the child in determining the action to be taken.
- Planning SSA targets (taking into account outside agency recommendations where appropriate), developing and reviewing / assessing SSA's.





## St Mary's C of E Primary School SEN Policy – Autumn 2018

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- Ensuring the class SEND file is kept up to date and that assessed SSA's and new SSA's are passed to the SENCO promptly.
- Ensuring that One Page Profiles are up-to-date and reflect the support needs for children with SEND.
- Liaison with parents, SENCo, Teaching Assistants and representatives from outside agencies.
- Planning and liaising with TAs to implement SSA's.
- Involving pupils at an appropriate level in planning for their own learning.
- Accepting and valuing the contribution of parents in their child's learning and identifying the best way of involving the parents in working with the school.
- Supporting children to have a voice in regard to their SEN.

### **Role of the Governors**

- The SEND Governor visits the school to monitor progress and provides feedback to the Governing Body.

### **The Role Teaching Assistants**

- Teaching Assistants may support children individually, in groups during lessons or in intervention groups.
- They will provide SENCo / teachers with feedback against targets and comment against objectives set for group interventions and seek advice if needed.
- Feedback forms will be completed for all intervention group sessions.

### **The Role of Parents / Carers and Pupils**

Parents are involved at every stage of the SEN process. We believe it is essential to have a good dialogue with parents of children and value the information and insight they can provide us. This is particularly valuable during the initial stages of identification and when evaluating progress at parental consultation evenings.

### **Pupil Involvement**

All pupils are involved in target setting as part of school life. Children with SEN targets are involved as appropriate with setting and evaluating targets.

### **Availability of Resources**

Teaching Assistants work in class or run intervention programmes to support small groups or individuals. The groups reflect the needs of the children at the time. For example extra Literacy support, Numeracy support, programmes to address basic skills and support pupils who are working at a different level to that of the majority of their peers, Speech and Language therapy groups, Occupational Therapy groups and self-esteem groups, auditory memory groups. TAs lead these groups with support from the outside agencies where possible and also from the SENCo.

Appropriate resources are allocated to ensure that the needs of pupils are appropriately met.

Use is made of teachers, other professionals, facilities and resources from within the school and outside agencies whenever possible.

### **Expertise and Staff Training**

Within the school setting there is a wide range of experience and expertise of working with children with



## St Mary's C of E Primary School SEN Policy – Autumn 2018

SEND.

To further support this there is continued professional development for all staff. Training has included:

- Autism, dyslexia, Makaton and positive touch.
- Outside agencies work with individual TAs on specific programmes for children, for example PECs to support the development of communication.
- Members of staff have visited specialist centres to observe strategies used.
- TAs have attended Earlybird and Earlybird Plus courses to support parents and children with autism.
- All staff are first aid trained and there has been additional input for all staff on the use of EpiPens and asthma inhalers. Medication can be administered by the Office staff and if appropriate an Individual Health Plan for specialist medication or treatment can be drawn up in consultation with parents and other professionals..
- TA training is carried out on a fortnightly basis.

### Staff Development

We recognise that teaching staff will need regular in-service training on aspects of special needs and inclusion to inform and update practice. INSET needs are reviewed regularly and individual members of staff meet with members of the Senior Management Team to identify and discuss any other development / training needs.

The Deputy Headteacher holds regular meetings with TA's and the SENCo meets TA's both formally and informally throughout the term.

In addition the SENCo will circulate details of courses relating to Special Education Needs and those offered through outreach agencies such as Freemantles and the SEN Teaching School.

### Links with other services

The school has close links with Surrey's Specialist Teacher and Educational Psychology Service who provide the school with Learning and Language Support , Behaviour Support and the services of an Educational Psychologist etc; as well as links with the NHS, Freemantles Outreach Service, School Nurses, Home School Link Workers and the Educational Welfare Officer.

(A list of current contact details is held by the SENCO and details of can be found on Surrey's Local Offer at [www.surreylocaloffer.org.uk/](http://www.surreylocaloffer.org.uk/).

### Looked After Children with SEN

As for all our pupils, St Mary's is committed to helping every Looked After Child to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance. Further details can be found in the Looked After Children policy.

### Surrey County Council's Local Offer

St Mary's School has contributed to the local authority's Local offer; details of which can be found on the school website under the heading of 'SEND Provision', Surrey County council's local offer can be found at <http://www.surreylocaloffer.org.uk/>.



## St Mary's C of E Primary School SEN Policy – Autumn 2018

### Specialist Units in School

There are no specialist units at St Mary's.

#### **Arrangements for handling complaints for parents of children with SEN about the provision made at the school.**

We aim for a close working partnership with parents and, if parents are anxious about any aspect of their child's education, they can approach the school. In line with the school's complaints procedures the process is as follows:

The initial point of contact is the class teacher. Experience has shown that most concerns / complaints can be resolved satisfactorily at this informal stage. If this is not the case then the SENCo and / or Headteacher should be approached in the hope that a satisfactory resolution can be found.

The governor with the responsibility for Special Needs may be consulted.

A committee of the Governing Body may be convened to hear the complaint.

If the concern or complaint has not been resolved at this stage Surrey County Council may be contacted. Surrey County Council's 'A Brief Guide to School Complaints' can be found on the website.

Please note that disputes relating to appeals for statutory assessments may be referred to The Disability and Special Needs Tribunal Advice and information can be found on Surrey's website in respect of appeals.

Advice for parents is also available through:

Surrey SEND Information, Advice and Support Service (*previously known as Partnership with Parents*)

Noke Drive

Redhill

Surrey

RH1 4AX

Tel: 01737 737300

Website: [www.sendadvice.surrey.org.uk](http://www.sendadvice.surrey.org.uk)

Special Educational Needs and Disability Tribunals Service (SEND) – Now found as:

First-tier Tribunal (Special Educational Needs and Disability)

Website: <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Email: [sendistqueries@hmcts.gsi.gov.uk](mailto:sendistqueries@hmcts.gsi.gov.uk)

Telephone: 01325 289350

Fax: 0870 739 4017

This policy is to be reviewed annually. The next planned review will be September 2019.

Policy written by: Sarah Gorton (SENCo)

Next review due: Autumn 2019