

St Martin's CE Primary School

Friendship Love Honesty Hope Respect Responsibility

*A place of spirituality, diversity and opportunity;
Inspiring all, flourishing together.*



SEND Policy

Policy written by:	Mrs B McManus
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Headteacher signature:	<i>Mrs B McManus</i>
Chair of Governors signature	<i>Mr M Oldham</i>

Definition

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’ (SEND Code of Practice Jan 2014).

Responsibilities and Co-ordination of Provision

Mrs Becky McManus – Headteacher & SENDCo

Michelle Bantoft - SEND Governor

SENDCo is responsible for co-ordinating the day to day provision of education for pupils with SEND at the School.

The Head Teacher and Deputy Headteacher are responsible for the day-to-day management of all aspects of the schools’ work. Responsibility for the provision of children with special educational needs rests with the class teacher (Code of Practice 2014). This provision is to be coordinated and overseen in school by the SENDCo (Special Educational Needs and Disabilities Coordinator). The SENDCo reports regularly to Governors on SEND and liaises closely with the school leadership team to ensure that appropriate provision is in place across the school.

Class Teachers

The class teacher is the first point of contact for any concerns about a pupil.

Class teachers, supported by the SENDCo, should make regular assessments of progress for all pupils. These should seek to identify pupils making significantly less than expected progress given their age and individual circumstances. Through further investigation, this may lead to the identification of a special educational need, which may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

(Section 6.17, SEND Code of Practice 2014)

The SENDCo is responsible for:

- the day-to-day operation of the Special Educational Needs Policy.
- co-ordinating provision for children with special educational needs.
- maintaining the SEND register and overseeing records on all pupils with special educational needs.
- alongside class teachers, liaising with parents/carers of children with special educational needs and disabilities.
- contributing to the continuing professional development of staff (teachers and support assistants).
- liaising with external agencies.

Pupils with special educational needs are identified, needs determined and provision reviewed according to the Code of Practice 2014.

The Governors:

- Ensure a named Governor is responsible for SEND (Michelle Bantoft);
- Have regard to the SEND Code of Practice 2014 when carrying out duties;
- Have awareness of special educational needs at the school.
- Monitor implementation of the policy through liaison with the SENDCo and other relevant staff

Identification of SEND

SEND is identified under 4 main areas of need:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

Research tells us that children from some ethnic groups are less likely to be identified as having SEND, this is something that we monitor closely, to ensure there are no ethnic disproportionalities and pupils with needs are identified swiftly and accurately.

The SEND Register

SEND is recorded on the register as SEND Support or EHCP.

SEND support

Children who require additional support will have a Support and Achievement Plan (SAP) which will support the specific needs of the children.

The SAP will focus on:

- Who is important to the child?
- The child's view
- The views of their parents/carers
- What is important to the child?
- How best to support the child
- Hopes and dreams for the future
- What is important for the child (e.g. health or communication needs)
- How the child learns
- What is and isn't working for the child and their family
- Shared action plan with short term targets included
- Support required
- Review against targets

Education Health and Care Plan (EHCP)

Children who have needs which cannot be met by usual Wave 3 interventions. Children may have multiple professionals working with them e.g. Speech and Language Therapy (SALT), Occupational Therapy (OT) etc. Plans are reviewed annually involving parents/carers and all agencies involved with the child. Where a pupil has a Statutory EHCP (My Plan), the LA and school must review the plan at least once a year.

All provision follows the assess, plan, do, review model, as recommended by the Code of Practice 2014.

Resources

Funds for children with special educational needs are allocated to the school via the special educational needs element of the school budget; this is calculated based on the number of children in the school. Using this budget, resources can be bought and allocated to children dependent on need. Resources may take the form of additional adults to support children with special educational needs. Any specific resources required for children are identified in Support and Achievement Plans and EHCPs.

Where a child has special educational needs and is also entitled to pupil premium, this additional funding may be used to further support and enhance the learning experience for that child. Children with an EHCP may receive additional funding dependent of the number of allocated hours within their plan. The way this funding is used will be decided by the Headteacher and the Senior Leadership Team.

Inclusion and access to the national curriculum/ foundation stage curriculum

Class teachers plan for their class based on statutory guidance and recommendations from the National Curriculum, within this planning they will differentiate appropriately for the varied needs within their class.

Monitoring of SEND

The school's policy and provision for special educational needs are regularly inspected by the local authority and by OFSTED. The Headteacher and SENDCo regularly provides updates to governors, regarding the SEND profile in school and pupil progress.

Research tells us that children from some ethnic groups are less likely to be identified as having SEN than those from other ethnic backgrounds, this is something that we monitor closely, to ensure accurate and swift identification of need.

Staff Development and Training

At St Martin's CE Primary School we place great importance in continual professional development, ensuring that staff have the appropriate training to support our children successfully. Two of our staff are trained in Emotional Literacy Support (ELSA) and will continue to receive supervision for this, while we are working to train our Learning Support Assistants (LSAs) in delivering all interventions.

Use of External Support

We work closely with a wide range of external agencies and specialist providers, including:

Wiltshire Behaviour Support

Occupational Therapists

Educational Psychologists

Child and Adolescent Mental Health Services (CAMHS)

Speech and Language Therapists

The school works in close co-operation with child health, social and education welfare services during formal assessment and when the school is providing for the child at any stage within the Code of Practice. Early Help Hub assessment may be offered to families who require additional

support within the home. This will involve regular meetings with all agencies involved with the family to ensure that targets are being met and that the home environment is suitable.

Links with other schools

The school liaises with relevant staff on transfer of all SEND children.

Prior to the transfer of a child with an EHCP, the feeder school will invite the SENDCo from the new school to attend the Annual EHCP Review. All records kept for children, with or without EHCPs, are sent within the statutory period.

Admissions

As an inclusive school, our intake of children is governed by the policy for admissions.

All new admissions to the school are coordinated by the Admin Team, who will ensure that any additional needs are followed up on sensitively and thoroughly. If there are any further concerns, the class teacher will discuss this with the SENDCo and meeting with the family may take place.

Facilities

Disabled parking is accessible in the car park and the school has a disabled toilet. All the classrooms are on the ground floor and accessible in a wheelchair. Whilst the school does not have special provision, links with external agencies are maintained and where possible, extra resources will be provided or adaptations made.

Parents/Carers

We believe that having a strong partnership with parents/carers is key to supporting any child; the best results are achieved through an open and confident relationship where parents/carers' views are valued. Children on the SEND register benefit from three Support and Achievement planning meetings per year, which parents are invited to attend, this will also be attended by the class teacher, and occasionally the SENDCo. If a parent/carer has a concern at any time, we would encourage them to contact the school; the first point of contact should be the child's class teacher, if they are unable to resolve a query then they will raise this up to the SENDCo, or SLT.

The school's SEN Information Report can be accessed through the school website. A copy of the Wiltshire's Local Offer can be found on: [Wiltshire Local Offer - Local Offer](#)

In addition to support provided by school, external agencies, such as SENDIASS, are available to support parents.

Removal from the SEND Register

If it is judged that the child's progress is in line with expectations and has the capacity to continue in this trajectory, then a decision may be made to remove the child from the SEN register. Parents will be involved in the making of this decision.

Complaints Procedure

If any parent/carer feels unhappy with provision for special educational needs, they should in the first instance approach the school. If any complaint about the provision for special needs is brought to the class teacher, it will be referred to the SENDCo and, if needed, it will then be directed to the Headteacher.

Following discussion with the Headteacher, if the complaint remains unresolved, parents/carers should write to the Chair of Governors, c/o St Martin's CE Primary School, who will consult with the school and, if needed, forward the complaint to the Governing Body.