



## St Mary's and St Peter's C of E School

### Special Educational Needs and Disability (SEND) Policy

We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our Christian vision of 'Life in all its fullness' is at the heart of our school and we believe that all within our community should be able to flourish and achieve their full potential.

This policy, along with all our policies and practices, has been written with our vision of *life in all its fullness* for the children, staff, and wider community in mind, and to support us in realising that vision.

SMSP is proud to be a highly inclusive school. We believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best, and understand their own learning needs;
- become confident, happy individuals living fulfilling lives;
- make a successful transition into the next stage of education.

We continually seek to identify and overcome potential barriers to achievement, and understand that pupils with Special Educational Needs and Disabilities (SEND) will require additional support in order to achieve their full potential.

We welcome our responsibilities to provide for pupils with Special Educational Needs and Disabilities (SEND), to ensure full accessibility and equality for all, and we consider it a matter for the whole school.

Admissions of pupils with additional needs are considered on the same basis as those without. The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must** not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
- **must** not refuse to admit a child on the grounds that they do not have an EHC plan.

#### Objectives

To achieve the best possible outcomes for pupils with additional needs through:

- early and accurate identification of difficulties;
- effective partnership with families and pupils themselves;

- quality teaching and shared responsibility across the school;
- a graduated response to individual needs;
- clear systems for recording provision and pupil progress;
- ensuring opportunities for inclusion in all aspects of school life;
- efficient use of finance and resources.

These outcomes are embraced in every aspect of school life: personalized teaching and learning approaches; access to ICT across the curriculum; support for emotional wellbeing; assessment for learning; partnership with parents and carers, other schools and external agencies.

### **Provision**

The majority of pupils will make good progress through inclusive, quality first, classroom teaching. Special educational provision is underpinned by high quality teaching and is compromised by anything less. This will include use of effective strategies and stimulating resources, awareness of a range of learning styles, well-thought out differentiation and high expectations for every pupil.

Within this approach, all pupils are formally assessed on a termly basis.

Parents and carers have a key role in ensuring the school has accurate information about their child's language needs.

Each term, class teachers will discuss pupil progress with a member of the leadership team. This ensures that all pupils' needs are considered, potential barriers to achievement are identified and support strategies are promptly put in place if needed.

The school aims for all pupils to receive the interventions they need at the earliest possible opportunity. However, allocation to different provisions will vary depending on need. The school will organise the resources available with the key needs of pupils across the school.

Where pupils are accessing additional provisions, this is recorded on the school Provision Map each term. Interventions are reviewed each half-term which informs next steps alongside termly targets on pupil support plans.

Teachers concerned about a pupil or pupils' progress first consider if any aspect of what is provided could be creating difficulties. The first response to concerns about a pupil's rate of progress should be high quality teaching targeted at their areas of weakness. At this stage, the class teacher will identify the support needed within class to address the concern. Parents and Carers are kept updated about their child's progress and any concerns at Parents' evening (or before) and advised of next steps in school and strategies to support learning at home as well as gaining their views and possible concerns from home.

If the class teacher feels that there is still cause for concern, then –in consultation with the SENCO - they take initial action, discussed with parents/carers.

### **Identification of need**

Low attainment is not necessarily due to SEND. However, where a pupil has received appropriate support to help them close their attainment gap, but is still struggling to make adequate progress, they may be identified as having SEND. This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

There is wide scope for differentiating the curriculum and ways of delivering it. It is only when interventions are required which are **additional** to and **different** from the differentiated curriculum provision for all pupils that an Additional Needs Support Plan is needed. Pupils then join the SEN Register at 'SEN Support', in consultation with parents/carers.

The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

### **Broad areas of need**

These four broad areas give an overview of the range of needs that should be planned for. In practice, individual pupils often have needs that cut across all these areas and their needs may change over time.

#### Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic Spectrum Condition (ASC), Attention deficit disorder (ADD) and Attention deficit hyperactive disorder (ADHD) are included within this area.

Autistic pupils may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### Cognition and learning

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and with associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental co-ordination disorder (DCD).

#### Social, emotional and mental health difficulties

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressed behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming. Behaviour Attachment disorder is included within this area.

#### Sensory and/or physical needs

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These

difficulties can be age related and may fluctuate over time. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Pupils with a MSI have a combination of vision and hearing difficulties. Some pupils with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

If, after interventions at year group SEN Support level, with assess, plan, do review firmly in place, the pupil is not making progress in their personal areas of need, an application for a Needs Assessment can be considered, in consultation with parents/carers.

A small minority of pupils who have significant and long-term difficulties may require a Needs Assessment – possibly leading to an Education Health and Care Plan (EHCP). This would usually be required where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, they have still not made expected progress and need additional support in which to do so.

The SENCO usually acts as Lead Professional, and the process will involve collating the work and input from all external agencies involved e.g. Speech and Language Therapists, Occupational Therapists, CAMHs, Educational Psychologists.

The Needs Assessment and EHCP process takes 20 weeks in total and is **only required for pupils whose learning needs are both significant, long-term and complex.**

We use Achieving for Children's (London Borough of Richmond upon Thames) Guidance on the SEN Code of Practice 2014.

*See SEN process flowchart below.*

### **Teaching and Learning**

Teachers' planning takes into account the abilities of all pupils with work being differentiated to support various needs.

Teachers work collaboratively with the SENCO and other professionals to overcome potential barriers to learning and assessment for individuals and groups of pupils.

Teachers use a variety of teaching styles to deliver a broad and balanced curriculum.

Teachers set suitable learning challenges, and SMART targets both within the classroom, within intervention groups and on Support Plans.

Teachers' planning reflects the recommendations and strategies contributed by external agencies for individuals and groups of pupils.

### **Pupil Voice**

Children with additional needs often have a unique knowledge of their own needs. Their views about what sort of help they would like to help them make the most of their education will be sought and given due weight according to their age, maturity and capability. They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

## Resources

Appropriate resources are in place to cater for all individual needs. These are updated and replaced when the need arises.

There is a set SEND budget for the purchasing of necessary resources to support inclusion.

A wide range of resources are used to support pupils with SEND. This includes kinesthetic and visual resources, schemes of work designed to support learning and development, specific intervention programmes (such as IDL), physical resources (such as posture boards or movement cushions), and ICT resources (such as Clicker software).

## Links with Parents and Multi-Agency Working

Partnership with parents and carers plays a key role in enabling children and young people with additional needs to achieve their potential. The school recognises that parents hold key information, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

All parents of children with additional needs are treated as partners and supported to play an active and valued role in their child's education. The best outcomes are achieved when parents are fully involved in the process of supporting pupils with additional needs from the outset. At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.

***The school's arrangements for SEND are published in the School SEND Information Report on the school website.***

The SENCO has termly meetings that provide advice and support from a range of different services such as the Educational Psychologist (EP), Speech and Language Therapist and Occupational Therapist.

## SENCO

All members of teaching staff are responsible for the progress and development of pupils with SEND through their everyday classroom practice.

High quality classroom teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

The SENCO is responsible for the strategic development of provision for pupils with SEND in order to improve achievement and the standards of teaching and learning through:

- taking the lead in policy development;
- keeping up to date with recent developments in SEND;
- monitoring and evaluating pupil progress;
- monitoring and evaluating how pupils with SEND are included in all aspects of school life;
- monitoring and evaluating provision, including the allocation and use of support staff;
- ensuring effective record keeping for pupils with SEND;

- ensuring effective liaison with parents and carers, outside professionals and the local authority;
- ensuring breadth, continuity and progression in terms of provisions available;
- ensuring that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- supporting staff with differentiation and assessment;
- auditing and supporting colleagues in their CPD;
- liaising with other schools to support the transition process;
- purchasing and organising resources.

### **Environment**

An annual audit of the school building and grounds ensures that all pupils with disabilities have full access to all areas of learning.

The school design is fully compliant with the Equality Act 2010.

Pathways are created in all classrooms to allow wheelchair access and ease of mobility.

Adaptations are made where necessary for pupils with VI or other sensory impairment.

***Please see Accessibility Plan published on the school website***

### **Equal Opportunities**

All pupils have equal access to the curriculum. This is monitored through lesson observations, book scrutiny and analysis of pupil performance throughout the school to ensure there is no disparity between groups.

***Please see Equality Policy published on the school website***

### **Safeguarding**

St Mary's and St. Peter's school fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils and staff. Our SEND Policy is one of a range of documents which set out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children and staff where they feel valued and are respected.

***Please see Safeguarding Policy published on the school website***

**Policy Date: July 2023**

**Review Date: July 2024**

## Identifying SEN at SMSP



Teacher or Parent have concerns about a child – less than expected progress despite high quality teaching or concerns raised regarding emotional well-being or behaviour.

- CT discussion with parent.
- CT discussion with YGL and/or Phase Leader/Pupil Progress meeting
- Additional high quality teaching put in place and if necessary access to a year group provision, targeted at areas of weakness.
- Review date set.

Concerns remain

- Initial concerns form completed by class teacher and emailed to SENCO.
- SENCO discussion with CT
- SENCO responds with advice/strategies/next steps.
- Provision logged on Provision Map with start and end grades.
- Review date set.

Concerns addressed and Class Teacher continues to monitor.

Concerns remain

- CT and SENCO – agree whether child has a learning difficulty that requires SEN Provision.  
**If yes:**
- Begin cycle at SEN support. SEN Support plan agreed. Pupil's needs met through school additional resources and progress reviewed termly.
- Formally record as SEN – agreed with parents.  
**If NO:**
- Not SEN – currently underachieving, Support plan agreed. Address other causal factors i.e. attendance.

If concerns are addressed, child moved off SEN support and class Teacher continues to monitor.

Concerns remain

- Referral to outside agencies if gap continues to widen between child and their peers.
- Advice from outside agencies incorporated into SEN support plan cycle.

If concerns are addressed, child may stay on or be moved off SEN register (depending on need). Class Teacher continues to monitor.

Concerns still remain and are severe, complex and long term

- Request may be made to LA for statutory needs assessment by SENCO.
- 20 week process if successful.

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person is considered to have a learning difficulty or disability if they:

- 'have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'.

(Code of Practice 2014, paras xi-xii)

**Special educational provision** goes beyond normal differentiated and personalized teaching and learning approaches, it is individual provision that is **additional to or different** from that made for other children of the same age.

**The most effective means of closing an attainment gap in attainment is through high quality, carefully differentiated and inclusive teaching.**