



ST MATTHEW'S PRIMARY SCHOOL

(VOLUNTARY AIDED)

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

VISION AND VALUES

'With love and faith, we aspire and achieve'

In our school....

- ❖ *The children come first*
- ❖ *Every child has the opportunity to discover and explore their own potential*
- ❖ *We recognise our similarities and celebrate our differences by showing tolerance and respect*
- ❖ *We join hands with the wider community both locally and globally*
- ❖ *Year on year we build on our successes*
- ❖ *We provide firm foundations for lifelong learning*
- ❖ *We are a family*

Inclusion Co-ordinator:	Mrs Lisa Young (National Award for SENCO co-ordination)
Designated SEND Governor:	Mrs Justine Bateman
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Introduction

St. Matthew's School is committed to providing a high quality education to all the children living in our local area. We believe that all children, including those identified as having 'Special Educational Needs and Disabilities (SEND)' have a common entitlement to a broad and balanced academic and social curriculum.

In line with the 2014 SEND Code of Practice, we aim to provide an education that enables all children to 'make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood...' (para.6.1)

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St Matthew's is committed to inclusion. We plan strategically to monitor, maintain and develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and offer new opportunities to learners who may have experienced previous difficulties. We view partnership between the child, school, parents and carers, Local Education Authority, Health and Social Services and voluntary organisations as crucial to success in encouraging participation and learning for the whole school family.

This policy describes the way we meet the needs of children who experience barriers to learning. This may relate to temporary or permanent barriers in 'communication and interaction', 'cognition and learning', 'social, emotional and mental health', 'physical and medical' needs, or 'hearing and visual impairment'.

Definition of Special Educational Needs and Disabilities (SEND)

Children have special educational needs if they have a difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age.
- b) have 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.

[See Page 15, Special Educational Needs Code of Practice 2014.]

Aims:

1. To ensure the SEN and Disability Regulations (2014), the Children and Families Act (2014), the Equality Act (2010), and the SEND Code of Practice (2014) are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.

3. To continually monitor the progress of all pupils, identifying needs as they arise and providing support as early as possible.
4. To provide full access to the curriculum*, ensuring that 'Quality First' teaching meets the needs of children with SEND. Children with SEND will need provision that is additional to and/or different to the differentiated and personalised teaching required for all children.

*Except where disapplication, arising from an Educational and Health Care Plan (EHCP) occurs. Disapplication is very rare, and we aim to offer the full curriculum to all pupils.

5. To provide specific input and differentiated classroom provision, matched to individual needs, for pupils identified as requiring Special Needs Support.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that inclusive provision is positively valued and accessed by children, parents/carers and staff.
7. To enable children to move on from us well equipped with the basic skills of literacy, numeracy and social independence, meeting the demands of secondary school life and learning.
8. To involve children and parents/carers at every stage when planning and reviewing an individual's additional needs.

Arrangements for coordinating SEND provision:

1. The inclusion co-ordinator will meet with each class teacher at least three times a year to discuss concerns and to review My Plans and My Plans+.
2. At other times, the inclusion co-ordinator will be alerted to newly arising concerns using the 'Cause for Concern' code on the School Pupil Tracker (SPTO).
3. The inclusion co-ordinator will discuss issues arising from the SPTO with the class teacher within one week of the concern being raised.
4. Where necessary, reviews will be held more frequently than three times a year.
5. Targets arising from My Plan meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, specific SEND resources.
6. The inclusion co-ordinator, together with the Senior Leadership Team (SLT), will monitor the quality and effectiveness of provision for pupils with SEND through classroom observation and the monitoring of progress and attainment.

Pupil progress meetings, scheduled three times a year, will monitor the effectiveness of individual SEND provision.

7. Provision maps and intervention timetables are reviewed three times a year, by the inclusion co-ordinator and the senior leadership team (SLT), in line with current pupil needs, educational initiatives and the budget.
8. Children, parents, support staff, class teachers, the inclusion co-ordinator and outside agencies liaise and share developments in order to inform reviews and forward planning.

School Roles and Responsibilities:

All teachers are teachers of pupils with SEND. Children are taught as part of a team; governors, head teacher, special educational needs co-ordinator (SENCO), teaching assistants (TAs) and voluntary helpers.

1. The governing body, in collaboration with the head teacher and inclusion co-ordinator, determines the school's general policy and approach to provision for children with SEND, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. Governors report to parents annually about the school's SEND performance.
2. The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.
3. The inclusion co-ordinator has responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils who require Special Needs Support. The role includes: liaising with children, parents and outside agencies, advising teachers and TAs, and overseeing the school's SEND records. (The 2014 Special Needs Code of Practice carries a detailed description of the role of SENCO. CoP.6.84-6.94.)
4. Class Teachers have responsibility for the day-to-day education of all pupils including those with SEND. When planning, teachers take account of individual needs through differentiation, referring to My Plans and personalised learning targets.
5. TAs provide support both in classrooms and during physical activities. The TA is trained to liaise with the teacher and may be asked to work with an individual, a small group, or the whole class.

Admission arrangements:

The governing body is responsible for admission arrangements, which accord with those laid down by the local authority. The school acknowledges in full its responsibility to admit pupils with already identified SEND, as well as identifying and providing for those not previously identified as having SEND.

Allocation of Resources:

Central government funding is provided to support provision for SEND pupils according to the numbers of pupils on the school roll and the attainment of pupils at the end of the Foundation Stage. Provision is included in the school's annual budget. Additional support for children with an EHCP may be funded through individual allocations from the LEA. (School must fund the first £6000 of an EHCP from the notional SEND budget.)

Identification, Assessment, Provision and Review:

In St. Matthew's School, our procedures for SEND intervention focus on the whole child, not just their difficulties. In line with the SEND Code of Practice (2014), we will provide SEN support in the form of a four-part 'Assess-Plan-Do-Review' cycle, following Gloucestershire County Council's Graduated Pathway guidance. (CoP.6.44-6.56) This is detailed below.

1. CAUSE FOR CONCERN

Procedure:

The class teacher initiates the support process by collating evidence to verify concerns; they decide on initial intervention strategies and monitor the child's progress; they keep both inclusion coordinator and parents informed.

Initially, a class teacher will provide for a child's individual needs through the normal process of differentiation. This is currently called Wave One Intervention. If this is insufficient for the child's needs, the teacher will choose to include the pupil in small group or individual interventions. This is called Wave Two Intervention.

Children listed as "cause for concern" do not require a My Plan. However, as with the whole class, they will have personal targets agreed with their teacher and have a My Profile. Paperwork will be used to support interventions. These may be in the form of;

- Intervention records
- My Profiles
- Observation records
- Assessment records (which may include individual assessment results).

Responsibilities:

- Parent: to undertake action agreed at initial consultation with class teacher.

- Teacher:
 - Collect evidence to support their concerns.
 - Inform the inclusion co-ordinator of their concerns.
 - Inform parents of their concerns.
 - Plan Wave One Intervention, and Wave Two if necessary.
- Pupil: to work on personal targets.
- Inclusion Co-ordinator: to record cause for concern. If requested, to offer advice.

2. SPECIAL NEEDS SUPPORT

Procedure:

When a pupil makes little or no progress despite a differentiated curriculum (Wave One and Wave Two Intervention), the teacher will inform the parents and ask the inclusion co-ordinator to place the child at School Action on the SEND list. The inclusion co-ordinator may carry out further assessment to clarify the child's areas of strengths and difficulties. From this pupil profile a My Plan will be drawn up. The My Plan shows the planned targets and provision for the pupil, which are different from, what is normally expected within the classroom or social areas of school. Evidence may be collated in the form of the following;

- Intervention records
- My Profiles
- My Plan
- Observation records
- Assessment records (which may include individual assessment results).

Responsibilities:

- Parent: to undertake action agreed at review meetings.
- Teacher:
 - To provide interventions, which are additional to or different from those, provided as part of the classes usual differentiated curriculum.
 - To plan with, and oversee any support staff working with the pupil.
 - To write and review My Plans three-termly, involving child, parents and support staff where possible. These meetings can take place as part of the usual Parents' Evenings.
 - To keep coordinator informed of action taken.
 - To attend review meetings, if required.(At My Plan+ level of support)
- Pupil: to work on personal targets.
- Inclusion co-ordinator:
 - To oversee SEND records on pupil.
 - To offer advice, if requested.
 - To carry out assessment of pupil, if requested.
 - To liaise with outside agencies (when necessary). A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always

- contribute to the planning, monitoring and reviewing of the child's progress.
- To provide advice, support and training, to parents, teachers and support staff, if requested.
- To attend review meetings, if required.(At My Plan+ level of support)
- Outside agencies:
 - To attend review meetings, if required.(At My Plan+ level of support)

3. EDUCATION AND HEALTH CARE PLANS (EHCPs)

Procedure:

A request for statutory assessment may be made to the Local Education Authority (LEA), by a school or by the parents of a child. The child will have significant difficulties in one or more of the following areas, which are hindering their access to education. (CoP, 2014, Para.6.28- 6.35).

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and Medical needs
- Visual impairment
- Hearing impairment

The LEA need clear documentation showing the child's progress over time, and action taken by the school. The LEA may feel that the special educational provision necessary for the child cannot reasonably be met within the resources of the school. If so, the LEA will then issue a EHC plan of the child's SEND. This will include a description of the child's learning difficulties (what the pupil can and cannot do) and the special educational provision to meet those needs. This provision may include the use of a TA to support the child in their area of need. It will also set out long-term objectives for the child's development and learning. More detailed information about this process can be found in chapter 9 of the CoP. (Paragraphs 9.39-9.44 show the time limit for this process).Evidence will be collated in the form of some or all of the following

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- Agency reports
- My Plans and My Plan+s, with targets in line with agency advice and with EHCP guidelines.
- Unaided, annotated samples of pupil's work.
- Reviews, three-yearly, written on the My Plan and My Plan+ form. Any TA supporting the child will be required to keep a record of their ongoing work with the pupil, making a note of targets met and not met.
- Agencies may ask the school for a termly report on the pupil.
- Annual review: a twelve-monthly meeting of the whole team which supports the pupil (e.g. parent, teachers, TAs, outside agencies, etc.) to share progress, to plan ahead for the following year and, if necessary, to recommend amendments to the EHC plan. For more details about the review process, refer to the CoP, 2014, Para.9.166-9.176).

Responsibilities:

- Parent: to undertake action agreed at review meetings.
- Teacher:
 - To liaise with the inclusion coordinator when planning overall provision for the child, ensuring a co-ordinated approach.
 - To plan with, and oversee any support staff working with the pupil.
 - To write and review My Plans three times a year, following agency advice. The child, parents and support staff will be involved where possible.
 - To keep inclusion coordinator informed of action taken.
 - To attend review meetings, if required.
- Pupil: work on personal targets.
- Inclusion coordinator:
 - To liaise with outside agencies, class teacher and support workers.
 - To oversee SEND records on pupil.
 - To provide advice, support and training, if requested.
 - To attend review meetings, if required.
- Outside Agencies:
 - To provide advice and support to parents and the school.
 - To monitor the progress of the child through regular visits and follow-up reports.
 - To attend review meetings, if required.

NOTE: This policy covers concern for SEND. Support for behavioural needs is covered in the behaviour policy, although the principles for support will be the same.

- Class teacher as first and main point of school contact.
- Class teacher carries responsibility for day-to-day provision for the child's needs.
- Parental consultation is vital.

ACCESS TO INFORMATION ABOUT PUPILS WITH SEND

- All information will be kept in a central lockable file.
- Class teachers will hold a "work in progress" file containing information relevant to planning.
- Information will only be shared in accordance with the Data Protection Act policy.

Access to the Curriculum

All pupils have an entitlement to a broad, balanced and relevant curriculum. At St. Matthew's, all children have access to the full curriculum, as well as a wide range of school clubs and extra-curricular activities. Pupils with SEND are taught with their

peers in mainstream classes, whenever possible, studying a curriculum appropriate to their age.

All teaching and support staff strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment.

Matching learning to the needs and abilities of the pupils, teachers use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access learning and assessment opportunities. If pupils are withdrawn for part of a lesson to work on personal targets, care is taken to minimise the impact of such provision on the child's entitlement to other areas of the curriculum. For example, children would not be regularly withdrawn from a PE lesson or assembly, to practise literacy skills.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the inclusion coordinator, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.

Arrangement for *In-Service Training*

- The inclusion coordinator attends termly cluster meetings and the annual county SENCO conference.
- In-service training (INSET) within school and from outside agencies (eg. Educational psychologist, speech therapist, Behaviour Support Team, etc.)

Links with Other Schools, Teachers and Outside Agencies

The school has access to all county support agencies. We benefit from the support of an educational psychologist, the advisory teaching service and the speech and language team. We also liaise with parent support agencies (e.g. Children & Young People Service- CYPS).

The school has close links with play schools and nurseries. Pre-intake meetings, visits and observations (by receiving teacher and the inclusion coordinator) are used to discuss SEND of those starting in the Foundation Stage. Where possible, SEND records and provision for those with identified SEND are shared and transferred, prior to a child starting school. Children also have a series of visits to the school to familiarise them with staff and routines. This culminates in the annual teddy bears' picnic.

Secondary Schools

Junior children have frequent opportunities to visit local Secondary Schools, taking part in different curriculum related projects. In preparation for Y6 transition, where possible, Secondary School SENCOs visit SEND children, SEND are “flagged up” with receiving schools and SEND records are shared prior to the start of secondary education. For those children with an EHC plan, the annual review at the end of Y5 will involve discussion of SEND provision at possible Secondary Schools. At the end of Y6, Secondary School SENCOs are invited to attend the child’s last annual review. The Y6 children also attend an open day at the school of their choice.

The Role Played by Parents of Pupils with SEND

In accordance with the SEN Code of Practice, the school believes that all parents of children with SEND should be treated as equal partners. As a school, we welcome the advice and support parents can contribute and aim to provide easily accessible information and advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child’s education.
- Have knowledge of their child’s entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about SEND provision.

Documents to be read in conjunction with this policy;

- School Admissions Policy <http://st-matthews.gloucs.sch.uk/policy-documents/>
- School Accessibility Plan
- School SEND Information Report <http://st-matthews.gloucs.sch.uk/policy-documents/>
- Supporting Children with Medical Needs Policy
- Behaviour Policy <http://st-matthews.gloucs.sch.uk/policy-documents/>
- Bullying guidelines
- Assessment and Record Keeping
- Equalities Statement
- School Development Plan
- PSHE Policy

This policy will be reviewed and updated every three years.

Date of completion:

October 2015

