



SEND Policy September 2020 (Review September 2021)

HEADTEACHER:	Mr Mark Mackley
Deputy Headteacher:	Mrs Lindsay Walton
SENDCo:	Miss Tracy Young
SEN Governor:	Miss Nancy Talbot
Chair of governors:	Mr James Atkinson

All of the people above can be contacted through the school phone number: 01772 794482

## COMPLIANCE

This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) at St Matthew's CEP School. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014 (Updated May 2015). A new SEND Code of Practice accompanied this legislation. Details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/send](http://www.education.gov.uk/schools/pupilsupport/send)

The policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 dated September 2014 (Updated May 2015) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of practice 0-25 September 2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The school Accessibility Plan
- The school Anti-bullying policy
- The school behaviour policy

## Our Mission Statement

*'St Matthew's CEP School is dedicated to providing an education which enables every child to fulfil his/her best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment welcoming children drawn from diverse cultures'*

## Our Vision Statement

*'Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.*

*We can all 'Be blessed by God, be happy and aspire to be...'*



## AIMS

At St Matthew's we are committed to academic and social success for all children in our school. As a result, we operate a variety of approaches that are designed to bring the best out of each child. We place a strong emphasis on good behaviour, which underlines all our teaching (See the Behaviour Policy). Emphasis is also placed on the learning of the basic and central skills which underpin all learning: communication, numeracy and literacy skills, problem-solving and information technology in line with the school's creative curriculum. In order to ensure these basic skills are mastered, children may be grouped according to ability for part of each day so they can be given direct teaching then they can practise and consolidate these skills later in other groupings. Some activities are carried out in mixed ability groups and pupils are encouraged to develop independency and take part in collaborative learning. During these activities, creative problem solving and discussion skills are developed.

The learning objective is shared and discussed in every lesson. We aim to ensure that the children are aware of what the focus is and what is expected of them. By matching activities at the appropriate level for the children we support the children in fulfilling their learning potential by extending their skills in manageable steps. High expectations are communicated to the children through praise and encouragement as well as discussing how they have worked towards achieving set targets.

## SECTION 1

### General Objective

Good practice for children with special educational needs is good practice for all children.
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At St Matthew's School the emphasis is on a whole school approach. All staff accepts responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. The National Curriculum Council stated that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

We therefore intend:



- To identify pupils with special educational needs as early as possible and ensure all children make progress
- To create an environment that values and meets the needs of each pupil.
- To ensure all children receive equal access to a broad, balanced curriculum and high quality teaching, which is differentiated and personalised to meet the needs of individuals.
- Not to treat disabled pupils less favourably. (DDA 2001)
- To make reasonable adjustments so that disabled pupils are not put at a substantial disadvantage. (DDA 2001)
- To encourage pupils to develop confidence and self-esteem and to be fully involved in their learning.
- To ensure that parents of children with SEND play an active role in their child's education and are kept fully informed.
- To provide support, advice and training for all staff working with children with SEND.

## SECTION 2

### Identifying Special Educational Needs

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The four Broad Areas of SEND, as stated in the SEND Code of Practice 0-25 years, are:

- Communication and interaction: this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and learning: this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.



- Social mental and emotional health: this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or physical difficulties: this includes children with sensory, multisensory and physical difficulties.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The Local Offer can be accessed on the website [www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send)

### SECTION 3

#### Our Graduated Approach to meeting the needs of children with SEND

At St Matthew's School, we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If we are aware that a child has Special Educational Needs before they enter school, every effort will be made to liaise with the early education setting, other agencies and parents, to enable us to make appropriate provision.

#### Identification and review of pupil needs

See definition of Special Educational Needs at start of policy.

As much information as possible must be assimilated in order to identify and assess the SEND of a pupil. The head teacher, SENCO, class teacher and support staff should:

- Use information arising from the child's previous educational and home experience to provide starting points for the development of an appropriate curriculum for the child
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- Use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning
- Involve parents in developing and implementing a joint learning approach at home and in school.



Therefore, the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- ❖ Parents/carer
- ❖ Child
- ❖ Class teacher assessment
- ❖ Response/ length of time on SEND register
- ❖ Any of the support services mentioned later
- ❖ Records – transferred from another school
- ❖ Base line assessments
- ❖ SAT results
- ❖ In-house testing and assessment
- ❖ Records of achievement
- ❖ Special needs register
- ❖ Pupil tracking

In identifying children who may have special educational needs we can measure children's progress by referring to:

- ❖ their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ the outcomes from baseline assessment results
- ❖ their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- ❖ their performance against the level descriptions within the National Curriculum at the end of a key stage
- ❖ standardised screening or assessment tools.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- ❖ makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness



- ❖ shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- ❖ presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school
- ❖ has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ❖ has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Following a meeting to review a child's Pupil Passport and in consultation with parents a decision may be taken to request help from external support services, both those provided by the LA and by outside agencies.

The Code of Practice outlines a graduated response to pupils' needs.

#### Wave 1 - Quality First Teaching and Differentiation

- Teachers are responsible and accountable for the progress and development of the pupils in their class.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. There is an on-going cycle of monitoring of the quality of teaching and learning by the SLT.

#### Wave 2 - Interventions

- The class teacher will monitor progress closely of children they have concerns about, and will provide appropriate intervention strategies and support in the classroom to meet the needs of the child.
- The effectiveness of these interventions are monitored and evaluated and adjustments are made as necessary. Intervention groups are recorded on provision maps. These are reviewed by the SENCOs in order to ensure individual children's needs are being addressed.

#### Wave 3 - Personalised Interventions

- Where the child needs provision that is additional to and different from the other children in the class, an individual plan will be devised for them.

#### Assess

The first response to the identification of pupils making less than expected progress given their age and individual circumstances would be high quality teaching targeted at the pupil's area of weakness. This assessment is reviewed to ensure that support and intervention are matched to the needs of the child, this is done through the school's Assess, Plan, Do, Review programme which include pupil progress meetings and SENCo / Teacher/ Key Worker meetings.

#### Plan

When a child has been identified as requiring a SEN support plan parents are formally notified. A family meeting takes place where the family and child's views are voiced and



recorded and as partnership between school and family a support plan of adjustments, interventions and support are agreed. In addition, outcomes are identified and a timescale for review is agreed. All staff working with the child are informed of the outcomes sought, support to be provided and the strategies to be implemented.

#### Do

The class teacher or key worker remains responsible for working with the child on a daily basis, including interventions that may involve one to one teaching away from the main class teacher or key worker. Teachers and key workers are expected to work closely with all support staff including outreach specialist teachers to assess the impact of the support and interventions and link to their classroom teaching/ setting practice. The SENCo continues to support the class teacher / key worker in any further assessments.

#### Review

A review meeting takes place with all those involved with the support plan. Impact on progress, effectiveness of support and interventions and the views of parents and child are all discussed. Revision to support and outcomes will be amended were necessary.

SENCO may request further assessments, advice and recommendations from the SEND Inclusion Teacher or other professionals. Reports are shared with parents and meetings are offered. Strategies are implemented and advice followed to target needs.

On-going assessments and review of provision.

A request for an Integrated Assessment of Special Educational Needs may be requested. (EHC assessment).

A Common Assessment Framework (CAF) may be completed at any stage if appropriate. Team Around the Child (TAC) or Team Around the Family (TAF) meetings may be arranged at least every half term, if necessary.

## SECTION 4

### Managing Pupils on the SEND Register

The triggers for placing a child on the SEND Register could be they

- have a diagnosed specific need, such as autism or dyslexia.
- require support beyond classroom differentiation and targeted intervention groups and are working at levels substantially below that expected of children of a similar age.
- have emotional or behavioural difficulties that interfere, substantially and regularly, with the child's own learning, or that of the class
- have sensory or physical needs and require specialist equipment, regular advice, or visits by a specialist service
- have communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Children placed on the SEND register will be placed in one of the following categories:-

I. SEND Support



## 2. Education, Health and Care Plan/ Statement

### SEND Support

- These children will be monitored and reviewed regularly through the graduated approach detailed above. Progress may also be monitored through a Pupil Passport, depending on the child's individual needs.
- Pupil Passports will have a maximum of 4 targets initially and will be in place for a term. The plan should record only what is different from, or additional to, the differentiated curriculum.
- When a target is achieved consistently a new target will be set and parents will be informed. If a target is not being achieved it may be broken down into smaller steps. Copies of plans detailing current targets for the child are sent home to be signed by parents. Plans are shared with all those who work with that child.
- The SENCO can meet with parents to discuss concerns, assessments or provision for their child at additional times to the review meetings. These are arranged to suit parents, and will involve appropriate professionals.
- If a pupil is making insufficient progress despite targeted support or if the SENCO feels that advice is needed, they may seek further advice from external specialists and agencies, such as SEND Inclusion Teacher, Educational Psychologist, Occupational Therapist, School Nurse etc. The class teacher and SENCO will keep parents fully involved and informed about any specialist input.
- If appropriate, PIVATS are used to assess children who are making insufficient progress on the class teacher's assessment tracker. This ensures that progress is being made, as the objectives are divided into smaller steps.

### Education, Health and Care Plan

Pupils with an EHC Plan will, in addition to the on-going review of their progress and specific support through their Pupil Passport, be reviewed annually. This is achieved through the review of their EHC Plan. Invitations are sent out to all agencies involved with the pupil. They will be asked to compile a report and attend the Annual Review, from this information the SENCO will write a report containing the recommendations made at the review which will provide the LA with the information they will need to consider whether the EHC Plan should be maintained, amended or cease.

### Exiting the SEND register

If it is felt that children are making progress which is sustainable, then they may be taken off the SEND register. Parents will be kept fully informed and their views will be taken into account. The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

## SECTION 5

### Record Keeping





At St Matthew's we recognise the importance of keeping records to meet the needs of individual pupils, and use the following procedures:

- Class teachers are responsible for keeping records of concerns, interventions and progress in class and sharing these with the assessment co-ordinator and SENCO.
- Children's progress is recorded on the school's tracker. These are updated termly and reviewed during pupil progress meetings. Concerns are raised with the SENCO.
- The SENCO is responsible for ensuring comprehensive records are kept for all children on the SEND Register. Each child has their own file containing any observations, individual plans, medical reports, minutes of meetings, assessment information and reports from any external agencies.
- The SENCO collect information about the monitoring of intervention groups and ensure individual children's needs are being addressed.
- If a child is referred for Statutory Assessment to the Education Authority, a record of the child's work, along with resources and special arrangements already used are made available.
- On transfer to another educational establishment, we provide full pupil records to the receiving school, including all information held by the SENCO.

## SECTION 6

### Partnerships

#### Partnership with Parents/Carers

We recognise the importance in working with the parents of SEND pupils in enabling them to achieve their potential. Parents can share knowledge of their child's strengths, weaknesses and experiences and work with the school in supporting the child. Parents can be directed to SENDIAS –contact details <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/parent-partnership-service>  
Information line: Mon – Fri 8am – 5pm Tel: 03001236706

Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk) who work with the school in supporting parents with children identified as having SEND. We must tell parents when their child has been identified as having SEND and it is vital that we create a welcoming atmosphere and encourage parents to participate from the outset and throughout their child's education at St Matthew's. Parents should 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 special educational provision.

At St Matthew's Primary School, we believe that to successfully meet the needs of children with SEND, strong partnerships are necessary between all involved – parents/carers, children, staff and other agencies. We realise the importance of clear information and good communication, and an understanding of roles and responsibilities.



- Our Local Authority Local Offer can be found on our school website, which informs parents of the provision we can offer children with SEND at our school or by following this link:  
<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/the-send-local-offer/>

The school endeavours to provide relevant information so parents can play an active part in their child's development, and reinforce learning at home.

We endeavour to support parents so that they are able to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known
- Have access to information, advice and support about special educational provision

All staff working with SEND pupils are aware of the need for confidentiality when discussing pupils with other staff and parents.

We work closely with several social workers and family support workers involved with some of our families and regularly host meetings with various support agencies. We have worked closely with parent's partnership services supporting the parents of children with SEND and used the services of the EMA team to identify SEND as well as EAL issues. We also work with the School's Attendance Co-ordinator, Mrs Naik, on attendance and punctuality related issues. We work on a weekly basis with the school's Independent Speech and Language Therapist, Mrs Laycock who trains TAs and has organised teaching staff training as well as working with individual children herself.

St Matthew's staff work closely with outside agencies in identifying, assessing and monitoring the progress of children identified as having SEND. We buy in the services of SEND to help assess the needs of pupils and TASs supporting children with Statements or EHC Plan targets and comment on progression on a weekly basis. We also use the services of SEND Specialist Teachers with children who have EHC Plans as well as pupils we have concerns about their lack of progress. Our Link Educational Psychologist works closely with the school and offers advice and support in identifying 'next steps' for a child or issue. The school welcomes health authority personnel such as our school doctor, school nurse Wendy Hall and speech and language therapist Samantha Welch. We also employ the services of Louise Laycock from Bridge St Speech Therapy.

## SECTION 7

### Supporting Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs (SEND) and may have an Education, Health and Care (EHC) plan.



The school has a policy for Supporting Pupils at School with Medical Conditions.

## SECTION 8

### Roles and Responsibilities

Head-teacher Mr Mark Mackley is responsible for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs. The Head Teacher will work closely with the SENCOs and keep the Governing Body fully informed on Special Educational Needs issues.

Special Educational Needs and Disability Co-ordinator (SENCO) is Tracy Young - she can be contacted at school or by phoning 01772 794482. She is responsible for the provision for children with SEND. Miss Young is a member of the Senior Leadership Team and has a Diploma in SEND. The SENCO, with the Head-teacher, play a key role in determining the development of the SEND Policy and provision in the school in order to raise the achievement of children with SEND.

The SENCO takes responsibility for the day-to-day operation of the SEND policy, and coordinate the provision for individual children, working closely with staff, parents and other agencies. The SENCO provide relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with SEND. Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCO develop effective ways of overcoming barriers to learning and sustaining effective teaching.

The main responsibilities for the SENCO include:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision
- liaising with, and advising teachers
- ensuring Teaching Assistants are well managed by teachers to meet the needs of children with SEND
- maintaining records for children with Special Educational Needs
- overseeing provision and progress for children at the 'monitoring' stage (those who concern is expressed over, but who are not yet 'SEND Support' on the SEND Register.)
- maintaining the SEND Register
- liaising with parents
- contributing to INSET
- liaising with external agencies, including the SEND Specialist Teacher
- liaising with SEND Governor and produce a report to governors annually.

The Head and SENCO will use the child's EHC Plan and LA banding document to identify the areas of pupil need and make appropriate provision. Specialist teachers used by the school or from SEND will advise on how best to support children and referrals made to other



organizations e.g. Speech Therapy. Children EHC Plan also have a One-Page Profile as will children with significant difficulties.

### The Governing Body

The Governors, with the Head Teacher and staff at St Matthew's School, have agreed this policy and the procedures for meeting the needs of those pupils with Special Educational Needs, with or without an Education, Health and Care Plan. The Governors determine the staffing and funding arrangements, and oversee the school provision for SEND. The SEND Governor meets with the SENCO termly. The SEND Governor is Miss Nancy Talbot who can be contact through school at the number given above. She reports back to the Governors in meetings on a regular basis and visits school regularly. Miss Young keeps her up to date with SEND issues. The governors will ensure that moneys are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training. For example:

- CPD for all staff
- Special Educational Needs Forum and Cluster meetings

The provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities.

### All Teaching and Non-Teaching Staff

All teaching and non-teaching staff – should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

- Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers, and for monitoring progress.
- Teaching Assistants liaise with the SENCO and class teachers on provision, pupil response and progress, to ensure it is appropriate for the children they are working with.
- Teaching Assistants are responsible for keeping monitoring records of interventions and individual programmes they deliver.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. All teaching and non-teaching staff are to be given the opportunity to develop their professional knowledge through training courses. Some of these courses will benefit individual interests but knowledge can be disseminated to others. Courses and INSET can be provided for groups and the whole school. Advice and ideas can be shared and SEND issues are represented weekly during the Staff Meeting. TAs have benefited from one afternoon session of training delivered by the SENCO or specialist teachers on a variety of issues. Some of our TAs have had ELKLAN training as well as other Speech and Language training.



## SECTION 9

### Transitions

St Matthew's is developing close links with other schools by sharing information and advising on appropriate planning by the receiving school. We have arranged meetings within school, visits to the receiving school and involved parents and pupils at each event. We have been involved in taking groups of pupils to their secondary school to ease the transition and provide information about the pupils. When we have received pupils from other schools we have endeavoured to secure as much information about the child's needs and plan for these needs being met. SENCOs from secondary schools are invited to Annual Reviews and information is shared about progress and requirements. We have kept up to date with changes through SENCO Forums, Cluster meetings and through information sharing events.

- The SENCO, teacher and teaching assistant (if involved with the child) will support transition when a pupil with special educational needs is to start at high school or a new school. The school will forward to them as early as possible all relevant information to enable an effective transfer. The school will also pass over all documentation held on that child. Extra visits and support are arranged to ease transition.
- Where a child has an EHC the move to secondary school will be discussed in the Year 5 Review.
- Teachers will also support transition when a pupil is to start at St Matthew's, this is to enable the pupil to make as smooth a transition as possible and to enable the school to prepare, request additional equipment and additional training where necessary.

## SECTION 10

### Training and Resources

- At St Matthew's School SEND funding is reviewed annually. The budget allocated is used to provide teaching, special support assistants and materials.
- Training needs will be identified on an on-going basis as well as through performance management/ appraisal meetings.

## SECTION 11

### Accessibility

At St Matthew's School we have an Accessibility Plan. This is reviewed every 3 years.

If further adaptations are necessary for individual pupils, the Governing Body will consider what reasonable steps can be taken.

Any issues regarding the health and safety of SEND children or staff will be addressed through the accessibility plan.

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies



covering the maintained schools in their area. Our Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the Local Offer.

## SECTION 12

### Complaints procedures

The parents of any child identified as having SEND must be fully involved in the school-based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service when SEND are identified. In preventing and resolving disagreements the head teacher, SENCO, teachers and support staff will do all they can to address the situation in school and will work with outside agencies including parent partnership services. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will try to resolve it.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head-teacher. If the Head is unable to resolve the difficulty the parents concerns should be put in writing to the SEND Governor, Nancy Talbot, The Chair of Governors, Peter Nunn will be involved after other avenues to resolve the situation have been exhausted.

The LA must make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between authorities and parents about the way the LA and school carry out their responsibilities towards children with SEND.

Admission arrangements - (Please refer to the admission policy and see the Local Offer on the School's website)

All pupils will be treated equally and fairly regardless of their having SEND or not. St Matthew's welcomes pupils with a diversity of cultures, religions and beliefs. The school must consider applications from parents of children who have special educational needs but no EHC Plan on the basis of the admissions procedure.

The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

### Facilities for vulnerable pupils, those with SEND or who are disabled

We will always support all pupils as best we can and can provide additional support from the Inclusion Team. This can include Breakfast Club, Breakfast Buddies, the 'Walking Bus' and



counselling from members of the Inclusion Team and from our Caritas Counsellor. Children can be referred to outside agencies such as CAMHS, Barnardos and Child Action North West. Families can be supported through our Family Liaison Officer, Nichola Parkinson and Learning Mentor, Karen Birch. Referrals can be made to CSC and CFWS as necessary.

(Refer to the Special Educational Needs and Disability Act 2014 for further information, the Accessibility Plan and Disability Equality Plan.)

### Allocation of resources for vulnerable pupils, those with SEND or who are disabled

Resources are stored centrally in the SEND room and can be used by all teaching and non-teaching staff to support children who have SEND. SEND has an annual budget to stock and improve resources for meeting SEND requirements.

The Head and SENCO will use the child's statement or EHC Plan and LA banding document to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.

The governors will ensure that moneys are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training. For example, the school will use the Standards Fund for:

- TA training
- Teaching staff training
- SEND resources

### Inclusion of vulnerable pupils, those with SEND or who are disabled

All children are to be given access to participate in the full life of the school. St Matthew's operates a policy of inclusion for all pupils and provides several extra-curricular activities for its pupils. These include sporting activities, breakfast and after-school clubs, residential and day visits. (See "Inclusive Schooling - Children with Special Educational Needs" for further guidance or the Local Offer on the School's website.)

### Evaluating the success of provision

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENCO.

The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.



The English and Maths co-ordinators will support in training and monitoring the effectiveness of intervention programmes. The Intervention Co-ordinator will work with the SENDCO in identifying programmes to support the learning needs of the children. They will help support the training of TAs and teaching staff in matters relating to SEND provision.

The Assessment co-ordinator will help monitor the progress of children with SEND using a range of assessment tools and data and support in monitoring the impact of different intervention progress. We are using Lancashire KLIPS for assessing Maths and LAPS for planning and assessing Reading and Writing.

Other teaching staff will be kept up to date informally by the Head and SENCO and formally at staff meetings and training.

Teaching assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. Meetings with Specialist teachers and attendance at Annual Reviews is part of their role.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DFE February 2013
- SEND Code of Practice 0-25
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan

Tracy Young – September 2020

Signed \_\_\_\_\_ [Name]

(Headteacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name]

(SENDCO)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name]

(SEND Governor)

Date \_\_\_\_\_

This policy will be reviewed annually – next review September 2021.