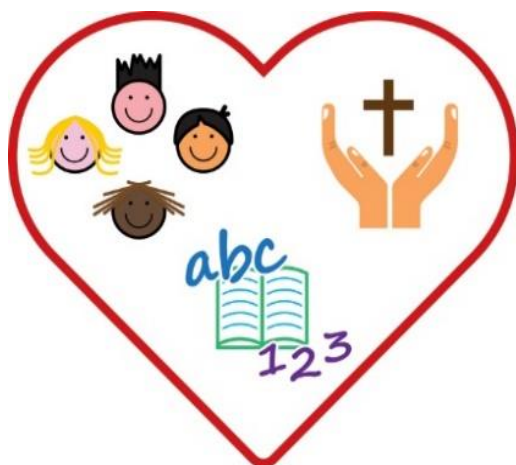


ST. MATTHEW'S C.E. PRIMARY SCHOOL & NURSERY



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Reviewed by: T Young 1st September 2023

Date of next review: Sept 2024

St Matthew's Church of England Primary School and Nursery

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Mission Statement:

St. Matthew's C.E. Primary School and Nursery is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

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...**'

Head-Teacher: Mr Mark Mackley

Assistant Head-teachers: Mrs Nasrin Shaikh and Mrs Sally Bryden

SENDCO: Miss Tracy Young

SEND Governor: Mrs Natalie Towers

Chair of Governors: Mrs Jane Smith

**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 CE Primary School and Nursery. 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

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)

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- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The school's Accessibility Plan
- The school's Anti-bullying policy
- The school's Behaviour Policy
- The school's Admission Policy

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, mathematics and English skills, problem-solving and information technology in line with the school's inclusive curriculum.

The aims of this policy are:

- To create a school environment in which all children are included, valued and challenged, ensuring full access to all elements of the school curriculum.
- To ensure that the SEND of all pupils are identified and met throughout the school through an inclusive curriculum.
- To ensure that every child reaches their full potential and outcomes.
- To promote self-esteem and independence.
- To help all children to acquire skills, concepts and knowledge relevant to future life.
- To regularly review and evaluate children's progress and to work in partnership with parents and children
- To identify the roles and responsibilities of staff in providing for children with SEND.

SECTION 1

General Objective

Good practice for children with special educational needs is good practice for all children. We aim, in everything we do, to help our children to achieve, be safe, happy, healthy and prepared for the future.

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

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pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and adapted to match their need.

We therefore intend:

- To identify pupils with special educational needs as early as possible and ensure all children make good 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 adapted 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.

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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:** which is when children learn at a slower rate than their peers when adaptive learning is put into place. This area also includes Specific Learning Difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health Difficulties:** 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 a visual or hearing impairment or a physical difficulty that may require additional equipment or support.

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. The school's Local offer can be found on our website (<https://st-matthewscofe.lancls.sch.uk>)

SECTION 3

Our Graduated Approach to meeting the needs of children with SEND – we follow a cycle of Assess, Plan, Do, Review which ensures effective provision is put into place for children requiring additional support.

This process may involve external agencies and detailed discussion with parents will take place if children:

- Are significantly slower than their peers starting from the same baseline The child fails to match or better their previous rate of progress
- fail to close the gap between their attainment and that of their peers (SEND Code of Practice 0 – 25, 2014, p95)

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 SENDCO / Teacher/ Key Worker meetings.

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Plan

When a child has been identified as requiring a SEND 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.

When behaviour is a cause for concern, children are provided with a nurturing approach provided by our trained and caring staff to give them the support they need.

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 SENDCO 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 where necessary.

SENDCO 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 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.

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

Children with an Education Health Care Plan have a statutory annual review each year in addition to the above where all professionals involved with working with the child are invited to attend.

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

Wave 1 - Quality First Teaching and Adapted Teaching

- Teachers are responsible and accountable for the progress and development of the pupils in their class.

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- High quality teaching, adapted 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.

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. This is a specific and targeted intervention focused directly on a child's needs in order to remove barriers to their learning.

SECTION 4

Managing Pupils on the SEND Register

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

1. SEND Support
2. Education, Health and Care Plan

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 and IEP, depending on the child's individual needs.

- Pupil Passports and IEPs will have a maximum of 3 targets initially and will be in place for a term. The plan should record only what is different from, or additional to, the adapted 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 shared with parents. Plans are also shared with all those who work with that child.

- The SENDCO 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 SENDCO 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

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etc. The class teacher and SENDCO 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 SENDCO 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 SENDCO.
- Children's progress is recorded on the school's tracker. These are updated half-termly and reviewed during pupil progress meetings. Concerns are raised with the SENDCO.
- The SENDCO 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. Much of this is now stored on CPOMS and Provision Maps.
- The SENDCO 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 SENDCO.

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.

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.

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 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 Inclusion South to help assess the needs of pupils and TAs supporting children with EHC Plans targets and comment on progression on a regular 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 and Cidari Educational Psychologists 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 the community paediatricians, school health team and speech and language therapists. We also employ the services of Louise Laycock, an Independent Speech Therapist, from Bridge 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 SENDCOs and keep the Governing Body fully informed on Special Educational Needs issues.

Special Educational Needs and Disability Co-ordinator (SENDCO) is Tracy Young - she can be contacted at school or by phoning 01772 794482 or school mobile number, 07884366491. 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 SENDCO, 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 SENDCO 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 SENDCO 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 SENDCO develop effective ways of overcoming barriers to learning and sustaining effective teaching.

The main responsibilities for the SENDCO 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.)

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- 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 SENDCO 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 EHC Plan. The Governors determine the staffing and funding arrangements, and oversee the school provision for SEND. The SEND Governor meets with the SENDCO termly. The SEND Governor is Mrs Natalie Towers 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 SENDCO, 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 SENDCO 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.

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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 regular training delivered by the SENDCO or specialist teachers on a variety of issues. Some of our TAs have had ELKLAN training as well as other Speech and Language training, especially if supporting a child with speech and language difficulties identified in their EHCP.

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. SENDCOs 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 SENDCO Cluster meetings and through information sharing events.

The SENDCO, 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.

We took part in 'The Bridge' transition project where pupils who were identified as possibly having difficulties in moving to High School were supported at The Larches and had opportunities to meet teachers at their receiving school and be supported in a positive transition.

Where a child has an EHCP 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

St Matthew's School provides provision for children with SEND. If required, additional funding may be provided by the Local Authority upon successful application. Training needs of staff are identified and CPD is frequently planned in order to maintain and develop the quality of teaching and provision and respond to the needs of all children. All staff undertake induction on taking up a post and this includes a meeting with the SENDCO who is also the Inclusion

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Manager to explain systems and structures in place around the academy's SEND provision and practice and to discuss the needs of individual children.

SECTION 11

Accessibility - Please refer to our SEND Information Report and Accessibility Policy.

SECTION 12

Complaints procedures

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 SENDCO 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, Natalie Towers, The Chair of Governors, Jane Smith 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.

Details of the school's complaints procedure which must comply with section 29 of Education Act 2002

Admissions:

Pupils with special educational needs will be admitted to St Matthew's CE Primary School and Nursery in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. St Matthew's CE Primary School and Nursery has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers pupils admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled. (Disability Rights Commission: Code of Practice for Schools 2002)

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

Evaluating the success of provision

St Matthew's School recognises the importance of monitoring and evaluating SEND provision. This is completed by regular discussion with staff, learning walks, observations, book and file scrutiny and continued professional development (CPD) courses leading to an active process

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of continual review and improvement of provision for all children. Pupil voice is often collected to enable children' input and ensure effective provision.

Safeguarding Our SEND Children

Safeguarding and promoting the welfare of children is everybody's responsibility - safer children make more successful learners.

We endeavour to provide a safe and welcoming environment where all children are respected and valued. The Designated Safeguarding Lead and Family Support Worker meet regularly to discuss our risk register of the most vulnerable children in our school who require sustained support.

All adults who work in our school are aware that the additional needs that children with SEND have may mean they are more vulnerable to abuse and/or less able to speak out if something is not right. We consider it vitally important that children are given appropriate care and support to address any unmet needs and to prevent any issues from escalating.

Anti-Bullying

Bullying of any kind is unacceptable at our school. If bullying does occur, all children are given methods of how to tell and know that incidents will be dealt with promptly and effectively. Please refer to our Anti-Bullying Policy for further information and procedures used to prevent bullying.

Tracy Young – 01.09.23

Signed _____ [Name]

(Headteacher)

Date _____

Signed  [Tracy Young]

(SENDCO)

Date 01.09.23

Signed _____ [Name]

(SEND Governor)

Date _____

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This policy will be reviewed annually – next review September 2024.