

# St. Matthew's C of E Primary School Policies

**St. Matthew's**  
CofE Primary School



"Let all that you do be done in love." 1 Corinthians 16:14

## **Our Policy:**

Special Educational  
Needs and Disabilities

**Approval Date:** January 2022  
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## **Vision and Values**

St. Matthew's is a Church of England School, underpinned by Christian values, where everyone is encouraged to reach their potential in a secure, stable and caring environment. We aspire to high standards and endeavour to nurture good citizenship, strengthening our diverse community.

At St Matthew's, we value all pupils equally and recognise that every child is unique. We strive to ensure that all children develop their skills and reach their potential, thereby maximising their life chances.

Our guiding principle is one of inclusion, and we are committed to ensuring that all children have full access to the curriculum and the life of the school, whilst meeting their individual emotional, social, physical and educational needs. We aim to celebrate neurodiversity amongst all our learners and seek to nurture the talents and achievements of every individual through high quality, inclusive teaching and dedicated pastoral care.

Children should not be defined by their needs. Instead, we need to be aspirational for all children, meeting their needs sensitively and encouraging them to be all that they can be.

At St Matthew's, we believe that:

- Every child is entitled to receive a high quality, broad and balanced curriculum alongside their peers.
- All pupils are able to learn and be fully included in school life when their needs are met through appropriately individualised provision.
- Teachers are responsible for the progress and development of all their pupils, including those with additional needs.
- Parents are a valuable part of their children's education. Families need our support if children with special educational needs are to meet their potential.
- Children's individual needs, strengths and aspirations should be supported and celebrated.
- All staff have a role to play in developing children's learning, emotional needs and social skills, helping children to become as confident, kind and independent as possible, thereby preparing them for the next stage of their education.

## **Aims and Objectives**

This Special Educational Needs (SEND) policy is in place to ensure that children who are identified as having additional needs are fully supported in line with the Code of Practice and the school's inclusive ethos.

Through successful implementation of this policy, we aim to achieve the following objectives:

- To ensure that children with additional needs feel included, valued, supported, successful and happy in school
- To create an inclusive and supportive environment where pupils can achieve the best possible outcomes
- To identify barriers to learning as early as possible
- To work in partnership with outside agencies to ensure there is a multi-agency approach to identifying, assessing and meeting the needs of children with SEND
- To work in close partnership with parents/carers to ensure they are fully engaged in decision making
- To ensure equality of opportunity and access to the curriculum for all children
- To ensure that provision across school meets the individual learning, emotional, social and physical needs of all our pupils
- To ensure children develop life skills, values and social skills in order to prepare them for the next phase of their education
- To regularly monitor and review children's progress and needs
- To encourage the contribution of all children to the wider life of the school
- To ensure that staff are equipped to deliver 'quality first teaching' which meets all pupils' needs
- To ensure that children's views are sought when planning and evaluating their personalised SEND provision
- To ensure that staff have access to continuing professional development
- To maintain and develop a range of SEND expertise in the school
- To monitor, review and evaluate the aims of this policy and SEND provision on a regular basis

### **Definition of Special Educational Needs and Disabilities**

A pupil has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. For example, they might have one or all of the following:

- A significantly greater difficulty in learning than the majority of children of the same age
- A disability which prevents or hinders them from making use of the facilities of a kind generally provided for children of the same age
- The need for educational provision that is additional to or different from that made for other children of the same age

### **Categories of SEND**

The Code of Practice does not assume that there are hard and fast categories of special educational needs, but instead recognises that children's needs may fall within or across four broad areas.

**Communication and Interaction:** This covers a wide range of difficulties with different aspects of speech, language or social communication.

**Cognition and Learning:** Many children learn at a slower pace than their peers, even with appropriate differentiation. This may include mild learning difficulties, such as difficulties with working memory, moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties (SpLD) such as dyslexia and dyscalculia.

**Social, emotional and mental health difficulties:** This area covers difficulties such as anxiety, difficulties with emotional regulation, depression, self-harming, attachment disorder and eating disorders. Social, emotional and mental health (SEMH) difficulties may manifest themselves in many ways, including challenging behaviours.

**Sensory and/or physical needs:** For example, children and young people with visual and/or hearing impairments and sensory processing difficulties, or a physical or medical need, such as diabetes, which requires them to have additional ongoing support and equipment.

It is important to note that the purpose of identification is not to label children, but to help us determine what type of provision they may need to help them make progress. In practice, individual children may have needs that span across *every* area of need, and their individual needs may evolve over time. For instance, speech, language and communication needs can also be a feature of a number of areas of SEND, and children with Autism Spectrum Disorder (ASD) often have needs across all four areas.

### **Identifying pupils with SEND**

At St. Matthew's, we recognise the benefits of early identification in order to improve the long-term outcomes for learners with special educational needs and disabilities. We are alert to emerging difficulties and aim to respond as early as possible. For many children, SEND can be identified at an early age. However, for other children, difficulties only become evident as they grow and develop.

A pupil's needs may be identified and assessed by a variety of people, such as the class teacher, SENDCo, parents/carers, medical professionals and external agencies. Class teachers make regular assessments of progress for all pupils and identify those whose progress is concerning.

As stated in the SEND Code of Practice, progress which would trigger a concern is defined as follows:

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

This may include progress in areas other than attainment, such as social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having special educational needs. It is essential that other possible barriers are considered prior to a decision being made. This includes exploring a child's attendance, additional language needs and home circumstances.

The following factors may significantly impact on children's progress and attainment, but are not a special educational need:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium funding
- Being a looked-after child
- Being a child of service personnel

A significant number of children may experience some form of special educational need at some point during their time at school. For most children, high quality teaching and intervention targeted at their area of need will help them make progress. For others, more in-depth assessments and observations may be required to identify their barriers to learning.

When children have significant difficulties in learning or managing the social or physical aspects of school life, the SENDCo will observe and/or assess them, then seek advice from external agencies if necessary. School assessment data, teacher judgments, parental concerns and, where appropriate, assessments from outside agencies, are all used to identify pupils who require additional provision. Once a child has been identified as having special educational needs, they are placed on the SEND register. Individual Education Plans outline the provision required to help children make progress. These are updated and reviewed each term.

*(See appendix A, which outlines the pathway to SEND identification in more detail.)*

### **Supporting pupils with social, emotional and mental health (SEMH) needs**

When a child is displaying challenging or concerning behaviour, it is important to remember that although behaviour is no longer recognised as a separate category of special educational need, it is often an indicator of an underlying learning/communication barrier, or an unmet social, emotional or mental health need. Some pupils may display their difficulties through challenging or disruptive behaviour, and others may become withdrawn or isolated. In all these cases, the SENDCo and Pastoral Manager work together to ensure that the child's provision meets their needs, and that they are assessed and supported by the relevant external agencies as soon as possible.

We are able to offer SEMH support to individuals and groups through daily nurture support and weekly interventions from Aspire Behaviour Support and Commando Joe, as well as liaison with CAMHS, the school nurse and other health professionals.

### **Supporting pupils with communication needs**

Communication is the key skill needed to access the world and the people in it and is vital to every aspect of our lives. It is therefore imperative that we support children in developing their communication skills, as the ability to communicate is fundamental to their wellbeing and quality of life, impacting on their life chances and self-esteem. Through communication, children build relationships with others and can make their needs, thoughts, ideas and feelings known.

At St Matthew's, we value all pupils and their individual communication methods. Some children require personalised speech and language plans to ensure they have access to appropriate strategies related to their stage of development. We work in partnership with Speech and Language Therapists and Ladywood Outreach staff to equip pupils with communication strategies which work for them.

### **A 'Total Communication' approach**

We use a range of communication strategies and approaches to enable children with communication difficulties to develop their skills. The total communication approach is about finding and using the right combination of communication methods for each child, ensuring they can interact and communicate with others.

Some of our pupils use PECS (Picture Exchange Communication System), PODD (Pragmatic Organisation Dynamic Display) or other AAC (Augmentative and Alternative Communication). Many more benefit from the use of visuals and symbols to support their understanding.

Total communication includes:

- Speech
- PECS, PODD or other AAC
- Use of symbols, visuals and photographs
- Signing and gesture
- Body language
- Facial expressions
- Vocalisations
- Written words

### **Signalong**

We have some children who use signing to help them understand and communicate with others. Signalong is a key word sign-supported communication system based on British Sign Language. It uses speech, sign, body language, facial expression and tone of voice. It is designed to support spoken language, so the signs are used alongside speech, in spoken word order.

As part of our aim for a whole school Total Communication Approach, we learn a new Signalong sign every week in order to build a core vocabulary throughout our whole school community. Our long-term aim is that all children and staff will be able to use a core vocabulary of signs so that every child with communication needs feels included, valued and understood.

### **Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, differentiated and scaffolded to meet individual needs, is the first step in responding to pupils who have special educational needs.

Quality First Teaching includes:

- Differentiating the curriculum to ensure all pupils are able to access it. This may include small group interventions, 1:1 support teaching and adapting the content of the lesson.
- Adapting resources and staffing.
- Using recommended aids such as laptops, coloured overlays, visual timetables, PECS, PODD and specialist equipment to support physical needs.
- Differentiating teaching. For example, giving longer processing times, pre-teaching of vocabulary, and using signs, visuals and symbols to support understanding.

Reading, phonics, writing and maths groups run throughout school to further support the needs of children with additional needs as well as those that have gaps in their learning.

In addition, we have a number of SEN Teaching Assistants who are trained to deliver interventions such as Colourful Semantics, Mental Health First Aid, Mindfulness, Lego Club and Sensory Trails.

We also provide the following specialist support and intervention:

- Speech and Language therapy delivered by an on-site Speech Therapist who delivers weekly individual programmes of support to children with speech, language and communication needs.
- A range of interventions to support emotional and mental health needs, delivered weekly by Aspire Behaviour Support.
- Small group and individual interventions delivered by Ladywood Outreach staff, such as social skills, working memory and joint attention interventions.
- Resilience, character building and life skills intervention delivered by Commando Joe, with the aim of having a positive impact on children's well-being, engagement, social skills and ability to work as a team.

Some pupils, usually those with Education, Health and Care Plans, are supported in class for some or all of the day by an SEN TA, either individually or within a small group. These pupils should continue to have the same opportunities as their peers and the teacher remains responsible for their progress.

Support staff understand the need to develop pupils' independence in readiness for secondary school and independent living, so they aim to equip the children with the skills to be able to manage their self-care needs, communicate effectively, organise themselves and problem-solve on their own, helping them become as independent as possible in the future. The vast majority of children with special educational needs or disabilities will be able to find work, be supported to live independently and participate in their community when they reach adulthood, and we encourage and support these ambitions right from the start.



## **Our inclusive environment**

We aim to ensure that our school environment is regularly adapted to meet the needs of our children, which has led to the development of the following spaces:

**Sensory Room:** This room combines a range of sensory stimuli, such as fibre optic lights and light projections, a range of textures to explore, and equipment to assist with sensory regulation. This helps pupils with sensory needs and/or ASD regulate their senses in a safe, calming environment.

**Nurture Room:** Our Nurture Room provides a quiet, nurturing space in which to deliver sessions which support children with their emotional and behavioural understanding and development. These short-term, focused interventions help to tackle the emotional challenges that are a significant barrier to learning for some of our children.

**Hygiene Suite:** This allows us to meet the additional needs of children with toileting difficulties due to their physical and/or learning needs.

**Pupil Work Stations:** Some of our children with learning needs, especially those on the Autistic Spectrum, need the extra structure provided by a workstation in order to feel secure. This helps children by limiting distractions from the environment and providing structure, routine and visual cues. This in turn helps to develop independence, organisational skills and wellbeing.

**Calm Areas:** Our classrooms have quiet spaces where children can go to have a moment of calm if they are feeling anxious or overwhelmed, allowing them to learn the skills of self-regulation and feel ready for learning. These are equipped with mindfulness and relaxation resources to support children's emotional wellbeing.

## **Accessibility**

The school is fully accessible with ramps to all doorways and play areas. There are no steps or staircases within the school building. Banister rails are fitted to ramps to provide support for children with physical difficulties. A fully resourced hygiene suite is available for children with physical needs.

## **Links with external agencies**

We highly value the importance of developing effective relationships with external agencies, secondary schools and special schools. We work closely with various external agencies to ensure children's needs are understood and met. Bolton LEA is equipped with a team of advisory staff who may be called upon to advise and support. These include:

- Speech and Language Therapy
- Educational Psychology
- CAMHS
- Aspire Behaviour Support
- Ladywood Outreach Service
- Primary PRU Youth Challenge and Forwards Centre
- Occupational Health
- Paediatric Physiotherapist
- School Nurse
- Sensory Support Services
- Learning Disabilities Team

- Information and Advisory Service

### **A graduated approach to SEND support**

In accordance with the Code of Practice, we follow the graduated approach in order to meet the needs of children with special educational needs.

High quality teaching, differentiated for individuals, should always be the first step in responding to pupils who have or may have SEND. The role of the class teacher is to provide quality teaching for every member of his/her class. Teachers are responsible for and accountable for the progress and development of all their pupils, including those with special educational needs or other additional need. When a child has an EHCP and receives one to one support from a teaching assistant and/or external agencies, it remains the class teacher's responsibility to teach, plan for and assess that pupil's progress.

If a child does not respond appropriately to increased differentiation and intervention within their everyday classroom work, in the form of differentiated tasks, individual support or targeted interventions, then the class teacher will:

- Inform the SENDCo of their concerns using our initial concern form
- Collect relevant information about the child in consultation with parents
- Work closely with the child in the classroom, focusing on closing identified gaps
- Monitor and review the child's progress
- Plan and oversee support and intervention by support staff

If this does not enable the child to make satisfactory progress, then the SENDCo will consult with parents/carers, staff and, where required, external agencies to decide whether or not the child needs to be placed on the special educational needs register.

When a child is identified as having SEND, support is given in the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. This is known as the **graduated approach**. The four-part cycle comprises of:

1. **Assess:** At this stage, the teacher completes a clear analysis of the child's needs, in liaison with the SENDCo, parents and any external agencies who have worked with the child. Parents are consulted and informed about all discussions. More detailed assessments may be administered by the SENDCo and, where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage. The SENDCo will create a One Page Profile outlining the pupil's strengths, interests, areas of need and strategies to support the child in the classroom.
2. **Plan:** Planning will involve consultation between the teacher, SENDCo, parents and outside agencies, where appropriate, to plan the interventions, strategies and support required to overcome learning barriers. Targets and strategies will be recorded on an Individual Education Plan (IEP). Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the targets/outcomes that are being sought. The One Page Profile and Individual Education Plan will be shared with parents and all staff working with the child.

3. **Do:** The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCo will provide support, if required, during this stage.
4. **Review:** Formal reviews of a child's progress will be made termly. The review process will evaluate the impact of interventions and support. This will be recorded on the Individual Education Plan. The class teacher will set new targets and review the type and level of support required, and the cycle will begin again.

### **Referral for an Education, Health and Care Plan**

The purpose of an Education, Health and Care Plan (EHCP) is to make special educational provision for children and young people who need more support than is available through school's universal SEND support. It pulls together support from a range of external agencies and/or medical professionals. The aim is to secure improved outcomes for the child across education, health and social care and start preparing them for adulthood.

Following consultation with families, school and relevant external agencies, we may consider applying for an EHCP assessment if:

- The child has a significant difficulty or disability which is life-long and which means that they will always need extensive support to learn effectively.
- The needs of the child are such that 1:1 support and a multi-agency approach to assessing, planning provision and identifying resources is required.
- The child has such significant and/or complex difficulties that we think it likely that they may benefit from special school provision in the future.

Having a diagnosis (of ASD, ADHD or dyslexia, for example) does not mean that a child needs an EHCP.

When considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's needs. An EHC assessment will not always lead to an EHCP.

### **Reviewing an Education, Health and Care Plan**

EHC plans actively monitor children's progress towards their outcomes and longer term aspirations. They are undertaken in partnership with the child/young person and their parents, and must consider their views, wishes and feelings. They are reviewed every twelve months in an 'Annual Review' meeting, taking a child-centred approach. The child, with support, creates a contribution of their choice in advance of the meeting to celebrate their progress with their parents and the adults who support them. They are encouraged and supported to attend where appropriate. The child's teacher and 1:1 support, as well as all external agencies involved with the child, are also invited. New targets and the support required are discussed and agreed within the meeting. The outcomes of this discussion are recorded and sent to the Local Authority following the meeting.

### **Partnership with parents and carers**

At St Matthew's, we are fully committed to a meaningful partnership with parents and carers of children with special educational needs. Positive partnership with parents/carers plays a key role in enabling children with

SEND to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We aim to achieve this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child
- Providing information in an accessible way
- Involving parents in all decision making, and supporting them as necessary to enable their participation in these decisions
- Publishing how the school implements the SEND Policy in our SEND information report on our school website
- Ensuring class teachers meet with parents to discuss concerns regarding pupils' progress at the earliest opportunity when concerns arise.
- Regularly meeting with parents (at least once per term) to talk through and review the outcomes of support and discuss the strategies and support detailed on the Individual Education Plan.
- Supporting parents so that they can confidently help their child with their learning and wider development at home.

### **Ensuring pupil involvement**

We recognise that pupils have the right to voice their views and needs in line with the Code of Practice. We endeavour to fully involve pupils wherever possible by:

- Regularly asking them about their aspirations for the future and how they can reach their goals
- Helping them understand their strengths as well as the areas that they need extra support with
- Asking them to reflect on the provision made for them and gather their views on what is or isn't working well
- Encouraging them to contribute to annual reviews and have full ownership of how they choose to share their views and celebrate their achievements
- Ensuring that pupil perceptions of their support are included in monitoring and evaluation procedures

### **Supporting pupils with physical and medical needs**

We recognise that pupils at school with medical conditions or physical needs should be properly and sensitively supported so that they have full access to the educational experiences of their peers. In line with guidance from the Local Authority, we aim to meet medical and physical needs through Health Care Plans. These are written by the SENCO, in consultation with health professionals and the family.

Some pupils with physical needs require special educational provision. However, not all children who fall into this category will need this. A child with diabetes, for example, requires extra support to manage their medical needs, but does not have a special educational need. 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.

In all cases, reasonable adjustments are made to ensure that children have full access to the curriculum and wider school life, including clubs, collective worship, lunchtimes, educational trips and performances.

### **Planning successful transitions**

Transitions between year groups or to secondary school are carefully planned to ensure they are as successful as possible. We know that transitions can be difficult for some children with SEND, so we aim to prepare children and families in advance in order to reduce potential anxiety. Our SEND support includes planning and preparation for the transitions between phases of education, key stages and year groups.

Procedures in place for moving to a new year group include:

- Supported transition time spent visiting the new classroom and new teacher
- Transition book produced by the child and TA for use over the summer
- Information shared between the existing teacher, new teacher and SENDCo at a transition meeting in the summer term

When a child is moving to secondary school or a different primary school:

- The SENDCo meets with staff from the new school to discuss the child's needs and the support that they will require in Year Seven
- Extra transition visits may be planned, depending on the needs of the child
- For children with more complex needs, multi-agency meetings may be arranged to create a more detailed transition plan
- Enhanced transition support is provided by Ladywood Outreach for children who need it. This includes weekly visits to the new secondary school over several weeks during the summer term.
- SEND records are transferred following agreed procedures
- Annual reviews of EHCPs are reviewed and amended early in Year Six to allow sufficient time for the new EHCP to be ready for secondary school

### **Exiting the SEND register**

If a child makes enough progress that SEND support is no longer required, they will be removed from the SEND register if parents and staff agree that this is appropriate.

### **Roles and responsibilities**

#### **The Governing Body**

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work. The Governing Body, having regard to the Code of Practice, ensures that:

- All children have access to a broad, balanced and appropriately differentiated curriculum
- A representative of the Governing Body is appointed to oversee SEND provision
- Appropriate provision is made for any child with SEN
- Parents are kept fully informed of their child's progress
- Pupils with SEND are fully included in school life
- Governors are involved in reviewing the SEND Policy

#### **The Send Governor**

Our designated SEND governor is Miss Sarah Gray, who is responsible for liaising with the SENDCo to ensure that learners with SEND have their needs met and participate fully in school life, as well as regularly reporting to the Governing Body on SEND provision. The SEND Governor reports annually on the effectiveness of the policy and provision.

#### The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including the management of SEND provision and funding. The Head Teacher works closely with the SENDCo and keeps the Governing Body informed of all developments with regard to SEND.

#### The Special Educational Needs and Disabilities Coordinator (SENDCo)

Our SENDCo is Miss Clare Hextall. The role of the SENDCo involves:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating and evaluating the provision for learners with SEND
- Interpreting legal requirements for staff, parents and governors
- Monitoring the progress of children with SEND alongside the class teacher and support staff
- Liaising with and advising colleagues
- Monitoring and evaluating the quality of provision
- Overseeing the records of all children with SEND
- Maintenance of the SEND Register
- Liaising with parents and carers of children with SEND
- Managing and supporting the SEN support staff team in liaison with the Head Teacher
- Organising and contributing to CPD (Continued Professional Development) in order to meet the training needs of staff
- Liaising with and planning the involvement and support of external agencies, including Educational Psychology service, CAMHS, Speech and Language Therapy, health services, social services and voluntary bodies
- Ensuring smooth transitions for all SEND children in Year 6 going to Secondary School
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- Overseeing Annual Reviews for children with EHC plans and IEPs/IBPs for all children on the SEND register
- Completing and reviewing Early Help Assessment Forms for children who require additional, external agency assessment
- Planning and recording regular Child Action or Review Meetings to ensure provision and support is effective
- Ensuring CPOMS is used effectively to ensure that staff who work with children with SEND are kept updated on any issues or changes which might affect their learning or wellbeing
- Collating SEND progress data and liaising with the Head Teacher and Deputy Heads to review provision in order to ensure the best possible outcomes for all learners
- Ensuring effective budget allocation to meet SEND

#### The Class Teacher

The class teacher has full responsibility for all learners with SEND in their class and is accountable for:

- Planning and delivering an appropriately differentiated curriculum which motivates and challenges pupils and has high expectations for what they can achieve
- Planning and teaching lessons which respond to the strengths and needs of pupils with additional needs
- The effective deployment of support staff

- Assessing and monitoring pupil progress
- The progress and development of all learners with SEND
- Developing and regularly reviewing personalised timetables, where necessary, in liaison with the SENDCo and support staff
- Attending termly SEND progress meetings with the SENDCo and Head Teacher
- Contributing to the Annual Review and Early Help process for learners who require additional external agency assessment and support
- Effectively liaising with parents and carers, support staff, external agencies and other colleagues to meet the needs of children with SEND
- Planning, monitoring and evaluating Individual Education Plans and EHCP targets
- Attending INSET and training sessions

### The SEND Support Staff

SEND Teaching Assistants are deployed to provide support for learners with complex needs and/or an EHCP. They work closely alongside the class teachers to provide a relevant, individualised curriculum which meets the child's needs and ensures inclusion in class and wider school life.

Their responsibilities include:

- Communicating effectively with the class teacher, SENDCo and external agencies to ensure children make progress, feel happy and are fully included
- Adapting the curriculum and environment, in liaison with the teacher, to ensure children's needs are met
- Delivering learning activities and interventions planned by the class teacher
- Delivering programmes of support provided by external agencies, such as Speech and Language Therapy
- Evaluating children's progress daily and feeding this back to the teacher
- Liaising with teachers to facilitate next steps for learning
- Evaluating progress towards Individual Education Plans and EHCP targets
- Communicating with parents about a child's day, if required
- Attending relevant SEND training/CPD

### Monitoring and evaluation of SEND Provision

A variety of formal and informal methods are used to monitor and evaluate the educational provision and achievements of pupils with special educational needs. The success of the provision offered to children with SEND are judged against the aims of this policy. We evaluate the effectiveness of the provision for children with SEND by:

- Reviewing pupils' individual progress towards their IEP targets each term
- Reviewing pupils' progress towards their targets set by relevant external agencies such as Speech and Language Therapy, Occupational Therapy, Ladywood Outreach, Aspire Behaviour Support and CAMHS
- Gathering pupil views on their provision termly
- Gathering assessment information by external agencies on the progress of the children they work with
- Detailed monitoring of children with EHCPs to ensure progress towards their short term targets and long term outcomes
- Regular discussions with teachers and support staff as required
- Book monitoring as part of the whole school monitoring cycle
- Termly inclusion learning walks
- Gathering pupils' views about their support as part of the Annual Review process
- Gathering parents and carers' views about their child's support as part of the Annual Review process
- Parents and carer views sought in Early Help meetings and included in the Early Help Review forms

- Recording of parents' and carers' views following any discussions with parents about their children's provision
- Reviewing the progress of pupils at Pupil Progress Meetings termly, attended by the Headteacher, Deputy Head/Assessment Coordinator, SENDCo and class teachers
- Reviewing the effectiveness of external agencies involved with learners with SEND
- Monitoring the impact of SEND CPD
- Monitoring a range of SEND evidence (such as CPOMS, pupil voice and photographs) to gain a holistic picture of children's school experiences

In order to make continuous progress in relation to SEND provision, we encourage feedback from staff, parents and pupils throughout the year. This promotes an active process of continual review and improvement for all pupils.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 years, September 2014 (updated 2015), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (February 2013)
- SEND Code of Practice: 0 to 25 years, September 2014 (updated 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions, April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document, September 2013
- Safeguarding Policy
- Accessibility Plan
- Behaviour Policy
- Teachers' Standards, 2012

### **Reviewing the SEND Policy**

This policy will be reviewed by the SENDCo, Headteacher, SEND Governor and all staff on an annual basis. Amendments will be presented to the Governing Body.

<b>Date of Policy:</b>	January 2022
<b>Date agreed by Governors:</b>	January 2022
<b>Next Review Date:</b>	January 2023



