

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

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

## **Our Policy:** Special Educational Needs Policy and Disabilities

**Approval Date:** September 2018  
**Review Date:** September 2019

***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 commitment and endeavour to nurture good citizenship, strengthening our diverse community.***

At St Matthew's we believe that:

- Every child is entitled to a broad and balanced curriculum where they feel valued and accepted regardless of individual needs.
- Every teacher is able to teach special needs children and each teacher has the responsibility for providing opportunities for all children to access the curriculum through quality teaching.
- Parents are a valuable part of their child's education.

The teacher designated as Special Educational Needs Co-ordinator (SENCo) is Mrs S Khan, who can be contacted at the school on 01204 333005 .

The Head Teacher, is the designated Child Protection Officer.

### **GENERAL AIMS**

- To cater for needs raising the aspirations and expectations for all pupils with SEND through a variety of teaching approaches.
- To ensure early identification of children within the school who we feel have special educational needs.
- To ensure that provision is made within the school for these children to learn and develop successfully to their full potential.
- To recognise that the special educational needs of children vary from one end of the spectrum to the other e.g. social communication problems, physical disabilities, learning difficulties. There may be a combination of several of the above.
- To identify any groups of children who are underachieving from Nursery to Y6 and provide appropriate intervention strategies and support.
- To maintain a shared responsibility among staff, parents and outside agencies for identifying, assessing, planning and monitoring special needs.
- To provide a focus on outcomes for children and not just hours of provision/support.

### **OBJECTIVES**

- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy.
- To prepare, implement and monitor the provision for children with particular learning needs and to providing training and resources where needed.
- To work within the guidance provided in the SEND Code of Practice 2014 .
- All teachers will contribute in continually assessing the current needs and progress of SEND pupils.
- The school will endeavour to work in partnership with parents to provide appropriate support encouraging them to be actively involved in their child's education.
- To provide support and advice for all staff working with SEND pupils.

- Children with special educational needs are taught alongside their peers in mixed ability classes. Work is differentiated to achieve a match to current levels of performance. On occasions, children with special educational needs may be withdrawn for short periods of time. Care is taken to ensure continuity and progression of the curriculum.
- Special educational needs will be addressed in the long term planning of the school in the School Development Plan.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs and disabilities.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)**

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them. Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

A significant number of children may experience some form of special educational need at any time during their time at St. Matthew's School. Early identification of these pupils is of paramount importance. A pupil's needs may be identified and assessed by a variety of people e.g. the class teacher, SENCo, parents, outside agencies and the pupils themselves. Identified needs may arise from general concerns, observations, discussions with parents and assessment results.

Medical checks and class teacher assessments are used to facilitate identification when a pupil is seen to be having difficulties in school.

At St. Matthews the quality of teaching for all pupils is monitored and evaluated termly by members of the SLT and Subject Leaders. Where it is deemed necessary to improve teachers' ability to identify & support vulnerable pupils, the relevant training is sourced and implemented.

Children should only be identified as having special educational needs if progress continues to be unsatisfactory after good quality personalised teaching with careful planning, differentiation of the curriculum, action plans and relevant interventions. Provision that is additional and/or different to normal classroom teaching may then need to be provided.

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These areas give an overview of the range of needs. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change 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) may have needs across all areas.

At St. Matthew's we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child. The special educational provision made for a child should always be based on an understanding of their particular strengths and needs. At St. Matthews we endeavour to address them all using well evidenced interventions targeted at areas of difficulty. This helps to overcome barriers to learning and participation.

We believe support should be family centred with consideration of the individual family's needs and the best ways to support them.

### **WHAT FACTORS MAY IMPACT ON A CHILD'S PROGRESS AND ATTAINMENT BUT ARE NOT SPECIAL EDUCATIONAL NEEDS?**

At St. Matthew's consideration about other issues that are not defined as SEN, but may impact on a child's progress and attainment, are important. These include:

- Attendance and Punctuality.
- Health and Welfare.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a looked after child.
- Being a child of a serviceman/woman.

### **A GRADUATED APPROACH TO SEND SUPPORT**

The role of the class teacher is to provide quality teaching for every member of his/her class. Teachers are responsible and accountable for the progress and development of their pupils. This includes pupils who have support from teaching assistants or specialist staff. High quality teaching, differentiated for individuals, is the first step in responding to pupils who have or may have SEND.

If a child does not respond appropriately to increased differentiation within their everyday classroom work, in the form of differentiated tasks, support or grouping, then the following will take place.

The Class Teacher will:

- Inform the SENCo of initial concerns.
- Collect relevant information about the child in consultation with parents.
- Work closely with the child in the normal classroom context.
- Monitor and review the child's progress.
- Oversee work done with the child by any in-class support staff (e.g. classroom assistants, parent helpers etc.)

If the above action does not enable the child to make satisfactory progress then the child will be placed on the SEND register. Where 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:

- Assess
- Plan
- Do
- Review

## Assess

At this stage the teacher working with the SENCo completes a clear analysis of the child's needs. This includes teacher's assessments, from whole school assessments, child's progress and attainment, discussions with the child and their views. Parents are consulted and informed about all discussions.

If outside professionals have been involved with the child they can liaise with the school to help form assessments.

## Plan

The teacher and SENCo liaise closely with the parents and child and agree on any interventions and support. The expected impact on progress and development with a clear date for a review is stated. All teachers and support staff, who work with the child, are made aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required.

All teachers and support staff working with the child records all interventions.

## Do

The teacher works closely with any support staff to monitor any interventions. The SENCo supports the teacher or support staff in any further assessments of the child's strengths or weaknesses, ensuring effective support is given.

## Review

All support and interventions and their impact on the pupil's progress is reviewed at an agreed date. The class teacher and support staff review the child's progress and development. Any changes to the support or outcomes are discussed with the child and parents. Reviews with parents are completed on a termly basis. Parents are constantly consulted and involved in planning their child's future support. This four part cycle may involve advice from various outside professionals.

The school works closely with various external agencies and use is made of the Early Help Form. Bolton LEA is equipped with a team of advisory staff who may be called upon to advise and support. The Educational Psychology team maybe involved with children on the SEND register. Other specialists available include:

- Speech and Language Therapy.
- Behaviour Support.
- Ladywood Outreach Service.
- Primary PRU Youth Challenge.
- Occupational Health.
- Paediatric Physiotherapist.
- Orthotics.
- The School Nurse.
- Sensory Support Services.
- Learning Disability Team.
- Information and Advisory Service SEND. (Formally Parent Partnership).

The school values the importance of developing effective relationships with other neighbourhood schools, secondary schools and special units.

The four-part cycle (graduated approach) will continue to be used to meet the child's needs. Should the child continue to make little or no progress following the planned interventions, outside specialists will help the school to consider whether the child is likely to meet the criteria

for an Education Health Care Plan (EHC Plan) by the LA. If the LA decides an EHC Plan is required the child will continue to be monitored while the process of information gathering takes place. Once the EHC Plan is finalised this is recorded in the child's records and provision in line with the EHC Plan comes into operation.

### **PERSON CENTRED REVIEWS**

Children with EHC Plans have their needs reviewed annually in a person centred review. The person centred review will focus on:

- Contributions from the child, including the child's interests and aspirations.
- Progress made by the child.
- Effectiveness of the EHC plan.
- Contribution made by the parents/carers.
- Contributions from any professional staff from outside agencies associated with the child. For example, Speech and Language Therapists or the School Nurse.
- Updated information and advice.
- Future action.

### **STAFFING AND RESOURCES FOR SPECIAL EDUCATIONAL NEEDS and DISABILITIES.**

All children have access to:-

- A bi-lingual support Teaching Assistant (EYFS,KS1 and KS2).
- Teaching Assistants in each class.
- SEND Teaching Assistants who support children with particular needs.

All children in need of additional and different provision, such as children with higher than average abilities, or children with learning difficulties will be grouped accordingly within the whole class learning environment whenever possible.

### **ICT**

ICT is used to enhance the curriculum. Computers and laptops are available in all classrooms in addition to the timetabled laptops.

All teachers have an iPad. There are sufficient iPads for children to use during a whole class or small support/intervention group.

All classrooms have an interactive whiteboard to enhance the curriculum.

Beebots, flip cameras and digital cameras are available.

A new software programme has been purchased, 'Word Shark'. This is for 1:1 individual, specific/targeted activities.

### **Access**

The school is fully accessible with ramps to all doorways and play areas. Banister rails are fitted to ramps to provide support for children with physical difficulties.

A fully resourced bathroom is available for children with various physical needs.

There are no steps or stairways within the school building.

### **RECORD KEEPING**

The school maintains a register of all children with special educational needs and disabilities; the steps taken to meet the needs of individual children. The register is reviewed by the SENCo and class teachers termly.

Documentation, past and present is kept securely by the SENCo. When a child on the register moves to another school all documentation is passed on to the new school by the SENCo.

Class teachers are aware of and can request to access any relevant information regarding the needs of the children within their class.

### **PROVISION MAPPING**

Every child requiring provision that is additional and different will have any extra provision they receive recorded on a provision mapping document. Teachers will plan, monitor and assess interventions for all children in their class with SEND and keep up to date documentation of this. The SENCo and Head Teacher will monitor the provision maps for children with SEND termly.

### **EXITING THE SEND REGISTER**

If during the four-part cycle of the graduated approach the child makes progress and achieves all outcomes then SEND support is no longer required. The child will then exit the SEND register.

### **SUPPORTING PUPILS AND FAMILIES**

#### Pupil Participation

The school actively encourages the involvement of children in their education. At an age appropriate level we:

- Involve the child in decision making regarding the methods by which their individual needs will be met.
- Invite the child to attend all or part of review meetings.
- Discuss the purpose of assessment arrangements and the implications of the Individual Education Plan (IEP) or provision map with the child.
- Encourage the child to comment on his or her SEND provision through an appropriate medium.
- Aim to further develop the child's self-confidence and self-esteem.

#### Parent/Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met.
- Invite the parent/carers to attend all review meetings.
- Discuss the purpose of assessment arrangements and the implications of the Individual Education Plan (IEP) and/or provision mapping with the parent/carers.
- Encourage the parent/carers to be actively involved in working with their child to achieve their personalised targets.
- Encourage the parent/carers to comment in writing on their child's SEND provision.
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.
- Ensure the parent/carers are aware of their rights to appeal regarding aspects of their child's SEND provision.

The school will guide parents towards the Local Authority local offer and the school's admission arrangements. In addition, a link will be provided directly to the school's SEND Information Report and a Parent/Carer Information Booklet.

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

St. Matthew's recognises that pupils at school with medical conditions should be properly supported and parents will be directed to the school's policy on managing medical conditions. 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.

### **MONITORING AND EVALUATION OF SEND**

The school regularly and carefully monitors and evaluates the quality of provision through targeted interventions, provision maps; daily support for some children with SEND Teaching Assistants.

There are opportunities once a term for parents to discuss their child's progress with teachers, SEND Teaching Assistants and the SENCo. There is a Parent SEND Clinic every Tuesday morning until 9.30 am, hosted by the SENCo. In addition, at St. Matthew's, we offer an 'open door' policy enabling parents to approach school staff if they have any concerns. An appointment can be made at the school office if longer discussions are required.

## **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 appropriate provision is made for any child with SEN.
- Ensures all children, including those with SEN, have access to a broad, balanced and appropriately differentiated curriculum.
- Appoints a representative of the Governing Body to oversee SEN provision.
- Ensures discussions with parents regarding SEN matters at relevant meetings.
- Ensures that pupils with SEN are fully involved with school activities.
- Ensures they are involved in developing and reviewing SEN Policy.

### The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs and disabilities. The Head Teacher keeps the Governing Body informed of all developments with regard to SEND. The Head Teacher informs parents of the fact that SEND provision has been made for their child. The Head Teacher is also the designated lead for Safeguarding.

### SENCo

The role of the SENCo involves:

- Overseeing the day-to-day operation of the school's SEND policy.
- Ensuring an appropriate budget allocation to meet SEND.
- Interpreting legal requirements for staff, parents and governors.
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Monitoring the progress of children with SEND alongside the class teacher.
- Liaising with and advising teachers whenever necessary.
- Monitoring and evaluating the quality of provision.
- Overseeing the records of all children with SEND.
- Maintenance of the SEND provision register.
- Liaising with parents of children with SEND.
- SEND Clinic for Parents.
- SEND Clinic for Staff.
- Organising and delivering training in order to meet the needs of staff.
- Liaising with external agencies including the LA's support and Educational Psychology services, health and 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.

- Oversee IEPs, IBPs and annual reviews for children with EHC plans.
- Completing and maintaining Early Help records

### SEND Teaching Assistants

Support the children with a statement or an EHC Plan under the direction of the Class Teacher and the SENCo.

### **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 DFE Feb 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.
- Teachers Standards, 2012.

### **REVIEWING THE SEND POLICY**

Given the new requirements for SEND this policy will be reviewed in September 2019.

Mrs C Hextall  
SENCo

September 2019

<b>Date of Policy:</b>	<b>September 2018</b>
<b>Date agreed by Governors:</b>	<b>September 2018</b>
<b>Next Review Date:</b>	<b>September 2019</b>